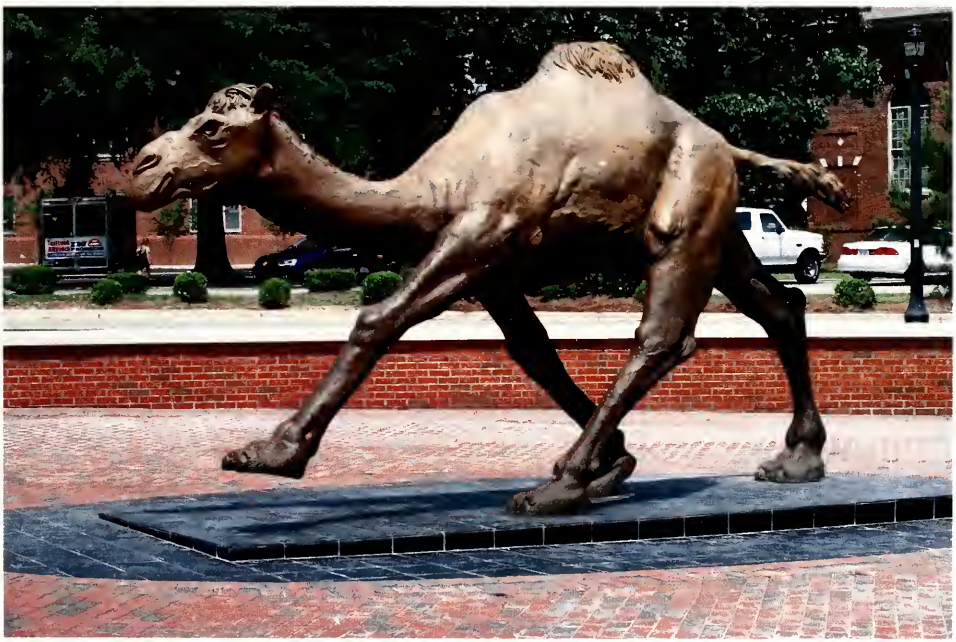
CAMPBELL UNIVERSITY



Undergraduate Studies Bulletin

2011-2013

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Campbell University Bulletin
Undergraduate Studies
2011-2013

Volume LXXXI No. 1

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Welcome to Campbell University

Introduction

The *Campbell University Bulletin of Undergraduate Studies 2011-2013* documents many aspects of the University, including its history and organization as well as its academic policies and procedures.

The *Campbell University Bulletin of Undergraduate Studies 2011-2013* on the web is the primary means of distributing the Bulletin. Printed copies are available for purchase from the Campbell University Bookstore at the Buies Creek campus.

The terms "Catalog" and "Bulletin" are used synonymously throughout this document.

Interested parties should always refer to the Campbell University web site for the most current version of and addendums to the Campbell University Bulletin at this address:
http://www.campbell.edu/academics/catalog/

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Welcome to Campbell!

This catalog (or Bulletin) has been prepared to introduce you to Campbell University. Through it, you will learn of the talented and friendly student body, high-quality faculty, excellent academic programs, beautiful campus and facilities, and many friends who support Campbell and contribute to the fulfillment of its mission. As you read about Campbell, we want you to gain a perspective of what it would be like to live and study at one of the finest universities in the eastern United States.

Selecting a quality university should include certain criteria:

A school where the individual counts: Campbell University is a friendly campus where small classes encourage closer relationships among students and faculty. The individual student is very important to fellow students, faculty, and the administrative staff.

Meaningful programs: With a tradition of academic excellence, Campbell readily introduces new programs that reflect changes in the professional and vocational developments of our nation and world. Intramural and intercollegiate athletics combine with academics to make Campbell an exciting place to study and play.

A pleasant social and cultural environment: Campbell is a coeducational, church-related university located in central North Carolina. Students are enrolled from all counties, with most states along the Atlantic Seaboard represented in the student body. Students from more than forty-five foreign countries regularly attend Campbell. The distribution of male and female students is almost equal. The climate in Buies Creek is mild with the opportunity for outdoor sports throughout the year.

Statements of Compliance

Campbell University reaffirms its standing policy of nondiscrimination, in employment and in all of its programs and activities, with respect to age, race, gender, religion, cultural and national origin, and handicap except where permitted by law.

Family Education Rights and Privacy Act of 1974

Under the provisions of this law, students in post-secondary education have the right to inspect and review their school records, as defined by law. Other than for "Directory Information," Campbell University will release information only with the student's written consent and/or in compliance with federal law and regulation, and will use "Directory Information" in the best interests of the student. "Directory Information" at Campbell University is defined as: name, academic majors and minors, academic classification (freshman, sophomore, etc.), and e-mail addresses.

Rehabilitation Act of 1973

In accordance with Section 504 of the Rehabilitation Act of 1973, Campbell University does not discriminate on the basis of handicap in admission or access to, or treatment or employment in, its programs and activities. Inquiries may be directed to James O. Roberts, Post Office Box 97, Buies Creek, North Carolina 27506.

Americans with Disabilities Act of 1990 (ADA) as amended (ADAAA)

Campbell University complies with the provisions of this law. Inquiries may be directed to James O Roberts, Post Office Box 97, Buies Creek, North Carolina 27506.

Title IX

Campbell University is committed to a policy of equal opportunity for men and women, and as such, does not discriminate on the basis of gender in admissions nor in the administration of educational programs, policies. Inquiries may be directed to Dr. M. Dwaine Greene, Post Office Box 578, Buies Creek, North Carolina 27506.

Academic Facilities

Academic facilities at Campbell University are designated primarily for use in the education of Campbell University students; other uses, although quite worthy in themselves, and of benefit to the community, will not be allowed to interfere with that primary function.

The Application of this Bulletin to Campbell University Students:
All students on all campuses who matriculate after August 1, 2011 will be governed by the provisions of this Bulletin (or Catalog); normally, students will graduate under the provisions of the Bulletin in force at the time of their initial registration and advisement so long as the student is continuously enrolled in a Campbell program. (Usually, this document is revised and reprinted on a two-year or three-year cycle.)

From one year to the next, subtle changes may occur in the majors and minors represented in the Bulletin. These changes are reflected in a student's degree audit. When students enter the University, the student file is "stamped" with a bulletin year. Thus, students entering Campbell University in the fall semester 2011 will be "stamped" with a 2011 starting term. The requirements for that starting term will be reflected in the Degree Audit system which is updated in August prior to the beginning of each fall semester. Students are responsible for the degree, major, and minor requirements for the academic year in which they enter the University. Furthermore, students are responsible for using the Degree Audit feature available to them through their WebAccess accounts to inform them of changes in course, major, and degree requirements associated with their unique catalog entrance date. The Degree Audit available to the student is the same instrument used by the Registrar's Office to perform final audits for graduate certfication.

Any student whose continuous enrollment at the University is interrupted by a semester or more shall be subject to the graduation requirements in the Bulletin (Degree Audit) in effect at the time of readmission. Any exception to this policy must be approved by the appropriate academic Dean in consultation with the University Registrar.

This Bulletin is intended as a guideline for students and should not be construed as an offer to contract or as a contract between Campbell University, Incorporated, and any student or a warranty of any entitlements, programs, regulations, or benefits set forth herein. The University reserves the right to change this Bulletin or any of its policies, regulations, charges, rules, schedules, and courses without notice and to make such changes applicable thenceforth, not only to new students, but also to students already registered. The University reserves the right to correct errors in its printed and electronic materials. The University also reserves the right to interpret its own policies. This Bulletin supersedes all previous editions of this Bulletin.

All undergraduate students at Campbell University are subject to the provisions of the student honor code. All students are responsible for being completely familiar with the provisions thereof; ignorance of those regulations does not constitute a defense against a charge of violation of the honor code.

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Academic Calendar and Schedule 2011–2014 (projected)

Fall Semester	2011	2012
Faculty Orientation	Thurs.-Fri., Aug. 11-12	Thurs.-Fri., Aug. 16-17
Registration	Mon.-Tues., Aug. 15-16	Mon., Aug. 20
Classes Begin, 8:00 a.m.	Wed., Aug. 17	Tues., Aug. 21
Drop/Add Day Begins, 1:00 p.m.	Fri., Aug. 19	Fri., Aug. 24
Convocation	Wed., Aug. 24	To Be Determined
Last Day to Register	Wed., Aug. 24	Wed., Aug. 29
Labor Day Holiday	Mon., Sept. 5	Mon., Sept. 3
Last Day to Drop w/out a Grade	Fri., Sept. 16	Fri., Sept. 21
Family Weekend	Fri.-Sun., Sept. 23-25	To Be Determined
Mid-Term Recess Begins, 8:00 a.m.	Thurs., Oct. 6	Thurs., Oct. 11
Classes Resume, 8:00 a.m.	Mon., Oct. 10	Mon., Oct. 15
Mid-Term Grades Due if on Paper Rosters	Wed., Oct. 12	Wed., Oct. 17
Mid-Term Grades Due if Keyed by Faculty	Fri., Oct. 14	Fri., Oct. 19
Last Day to Drop w/WP or WF	Fri., Oct. 21	Fri., Oct. 26
Homecoming	Sat., Oct. 22	To Be Determined
Advisement Begins - Ends	Mon., Oct. 24-Fri., Nov. 11	Mon., Oct. 29 - Fri., Nov. 16
Thanksgiving Holiday Begins, 8:00 a.m.	Wed., Nov. 23	Wed., Nov. 22
Classes Resume, 8:00 a.m.	Mon., Nov. 28	Mon., Nov. 26
Reading Day	Thurs., Dec. 1	Tues., Dec. 4
Exams Begin	Fri., Dec. 2	Wed., Dec. 5
Exams End	Thurs., Dec. 8	Mon., Dec. 10
Grades Due, 12:00 noon	Fri., Dec. 9	Tues., Dec 11 Senior Grades Due 9:00 am
Graduation	Sat., Dec. 17	Sat., Dec. 15

Spring Semester	2012	2013
Registration	Tues., Jan. 10	Mon., Jan. 7
Classes Begin, 8:00 a.m.	Wed., Jan. 11	Tues., Jan. 8
Drop/Add Day Begins, 1:00 p.m.	Fri., Jan. 13	Fri., Jan. 11
Founder's Day	Mon., Jan. 16	To Be Determined
Last Day to Register	Wed., Jan. 18	Wed., Jan. 16
Last Day to Drop w/out a Grade	Fri., Feb. 3	Fri., Feb. 1
Mid-Term Recess Begins, 8:00 a.m.	Mon., Mar. 5	Mon., Mar. 4
Mid-Term Grades Due if on Paper Rosters	Wed., Mar. 7 9:00 a.m.	Wed., Mar. 6 9:00 a.m.
Mid-Term Grades Due if Keyed by Faculty	Fri., Mar. 9 5:00 pm	Fri., Mar. 8 5:00 pm
Classes Resume, 8:00 am	Mon., Mar. 12	Mon., Mar. 11
Last Day to Drop w/WP or WF	Fri., Mar. 16	Fri., Mar. 15
Advisement Begins - Ends	Mon., Mar. 26-Fri., April 3	Mon., Mar. 25-Mon., April 12
Easter Holiday	Fri., April 6	Fri, Mar. 29
Classes Resume, 8:00 a.m.	Mon., April 9	Mon. April 1
Reading Day	Fri., April 27	Thurs., April 25
Exams Begin	Mon. April 30	Fri., April 26
Exams End	Fri., May 4	Wed., May 1
Grades Due, 12:00 noon	Mon., May 7	Fri., May 3

Spring Semester	2012	2013
Graduation (Law)	To Be Determined	To Be Determined
Graduation (Pharmacy)	Fri. afternoon, May 11 Convocation center, 3:00 p.m.	Fri., May 10
Graduation (MBA)	Saturday, May 12, Convocation Center, 9:00 a.m.	Saturday, May 11
Graduation (M.Ed)	Saturday, May 12 Convocation Center, 9:00 a.m.	Saturday, May 11
Baccalaureate Service	To be Determined	To be Determined
Graduation, (Divinity)	Friday, May 11 Turner Auditorium, 7:00 p.m.	Fri., May 11
Graduation (AA & Bachelor's Degrees) and M. Ed. and MBA Hooding	Saturday, May 12, Convocation Center, 9:00 a.m.	Saturday, May 11, Convocation Center, 9:00 a.m

Summer School I	2012	2013
Registration	Tues., May 21	Mon., May 20
Classes Begin, 8:00 a.m.	Tues., May 22	Tues., May 21
Last Day to Drop/Add	Fri., May 25	Fri., May 24
Last Day to Register	Fri., May 25	Fri., May 24
Memorial Day Observed	Mon. May 28	Mon., May 27
Exams	Fri., June 22	Fri., June 21
Grades Due, 9:00 a.m.	Tues., June 26	Tues., June 25

Summer School II	2012	2013
Registration	Mon., June 25	Mon., June 24
Classes Begin, 8:00 a.m.	Tues., June 26	Tues., June 25
Last Day to Drop/Add	Fri., June 29	Fri., June 28
Last Day to Register	Fri., June 29	Fri., June 28
Independence Day Holiday	Wed., July 4	Thurs., July 4
Exams	Fri., July 27	Fri., July 26
Grades Due, 9:00 a.m.	Tues., July 31	Tues., July 30
Graduation Certification Day	Fri., Aug. 31	Fri., Aug. 30

Fall Semester	2013
Faculty Orientation	Thurs., Fri., Aug. 15-16
Registration	Mon., Aug. 19
Classes Begin, 8:00 a.m.	Tues., Aug. 20
Drop/Add Day Begins, 1:00 p.m.	Fri., Aug. 23
Convocation	To Be Determined
Last Day to Register	Wed., Aug. 28
Labor Day Holiday	Mon., Sept. 2
Last Day to Drop w/out a Grade	Fri., Sept. 20
Mid-Term Recess Begins, 8:00 a.m.	Thurs., Oct. 10
Classes Resume, 8:00 a.m.	Mon., Oct. 14
Mid-Term Grades Due if on Paper Rosters	Wed., Oct. 16
Mid-Term Grades Due if Keyed by Faculty	Fri., Oct. 18
Last Day to Drop w/WP or WF	Fri., Oct. 25
Homecoming/Family Weekend	To Be Determined
Advisement Begins - Ends	Mon., Oct. 28-Fri., Nov. 15
Thanksgiving Holiday Begins, 8:00 a.m.	Wed., Nov. 27
Classes Resume, 8:00 a.m.	Mon., Dec. 2
Reading Day	Tues., Dec. 3
Exams Begin	Wed., Dec. 4
Exams End	Mon., Dec. 9
Senior Grades Due, 9:00 a.m.	Tues., Dec. 10
Graduation	Sat., Dec. 14
All Other Grades Due 12:00 pm	Wed., Dec. 18

Spring Semester	2014
Registration	Mon., Jan. 6
Classes Begin, 8:00 a.m.	Tues., Jan. 7
Drop/Add Day Begins, 1:00 p.m.	Fri., Jan. 10
Founder's Day	To Be Determined
Last Day to Register	Wed., Jan. 15
Last Day to Drop w/out a Grade	Fri., Jan. 31
Mid-Term Recess Begins, 8:00 a.m.	Mon., Mar. 3
Mid-Term Grades Due if on Paper Rosters	Wed., Mar. 5
Mid-Term Grades Due if Keyed by Faculty	Fri., Mar. 7
Classes Resume, 8:00 am	Mon., Mar. 10
Last Day to Drop w/WP or WF	Fri., Mar. 14
Advisement Begins - Ends	Mon., Mar. 24-Fri., April 11
Easter Holiday	Fri., April 18
Classes Resume, 8:00 a.m.	Mon. April 21
Reading Day	Thurs., April 24
Exams Begin	Fri., April 25
Exams End	Wed., April 30
Grades Due, 12:00 noon	Fri., May 2

Spring Semester	2014
Graduation (Law)	To Be Determined
Graduation (Pharmacy)	Fri., May 9
Graduation (MBA)	Sat., May 10, 9:00 a.m.
Graduation (M.Ed)	Sat., May 10, 9:00 a.m.
Baccalaureate Service	To be Determined
Graduation, (Divinity)	Fri., May 9, Turner Auditorium
Graduation (AA & Bachelor's Degrees) and M. Ed. and MBA Hooding	Sat., May 10, 9:00 a.m.

Summer School I	2014
Registration	Mon, May 19
Classes Begin, 8:00 a.m.	Tues., May 20
Last Day to Drop/Add	Fri., May 23
Last Day to Register	Fri., May 23
Memorial Day Observed	Mon., May 26
Exams	Fri., June 20
Grades Due, 9:00 a.m.	Tues., June 24

Summer School II	2014
Registration	Mon., June 23
Classes Begin, 8:00 a.m.	Tues., June 24
Last Day to Drop/Add	Fri., June 27
Last Day to Register	Fri., June 27
Independence Day Holiday	Fri., July 4
Exams	Fri., July 25
Grades Due, 9:00 a.m.	Tues., July 29
Graduation Certification Day	Fri., Aug. 29

Campbell University Mission Statement

Mission

The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. The University is informed and inspired by its Baptist heritage and three basic theological and biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University embraces the conviction that there is no conflict between the life of faith and the life of inquiry.

To fulfill its mission, the University:

I. presents a worldview informed by Christian principles and perspectives;

II. affirms that truth is revelatory and transcendent as well as empirical and rational, and that all truth finds its unity in Jesus Christ;

III. influences development of moral courage, social sensitivity, and ethical responsibility;

IV. gathers a diverse community of learners;

V. delivers academic instruction in the liberal arts and sciences and professional preparation at both undergraduate and graduate levels;

VI. transfers to students the vast body of knowledge and values accumulated over the ages;

VII. encourages students to think critically and creatively;

VIII. fosters the development of intellectual vitality, physical wellness, and aesthetic sensibility;

IX. forges a community of learning that is committed to the pursuit, discovery, and dissemination of knowledge;

X. provides students with servant leadership opportunities;

XI. cooperates with other educational institutions to expand learning opportunities for students;

XII. offers service and other opportunities to the greater community through athletics, continuing education, cultural enrichment programming, and extended-campus education.

General Information for Undergraduate Students

Accreditation

Campbell University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate, Baccalaureate, Masters, Education Specialist, and Doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Campbell University. The Commission should be contacted only if there is evidence that appears to support the University's significant non-compliance with an accreditation requirement or standard. Normal inquiries about Campbell University, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to the appropriate office of the University and not to the Commission's office.

Campbell's Professional Education programs are also accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the North Carolina Department of Public Instruction (NCDPI). The Social Work program is accredited by the Council on Social Work Education (CSWE). The School of Law is accredited by the American Bar Association, the College of Pharmacy and Health Sciences by the American Council on Pharmaceutical Education, and the Divinity School by the Association of Theological Schools (ATS). We also have accreditations in the following areas: Professional Golf Management Program is accredited by the Professional Golf Association of America, and the Athletic Training Education Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Campbell University holds membership in the North Carolina Association of Colleges and Universities, the North Carolina Association of Independent Colleges and Universities, the National Association of Independent Colleges and Universities, the International Association of Baptist Colleges and Universities, the Council for Christian Colleges and Universities, and the American Association of Colleges of Teacher Education.

General Education at Campbell University

The University is especially proud of its undergraduate liberal arts heritage and educational mission. To this end, specific competencies of the undergraduate educational experience have been identified. Students achieve essential competencies through courses in the General College Curriculum, or GCC, and through courses in the academic major. The General Education competencies of Campbell University are:

I. Reading: Textual and Non-textual
II. Mathematics: Practical, Logical, and Speculative
III. Critical Thinking: Inquiry, Analysis, and Solution
IV. Communication: Verbal and Non-verbal
V. Clarity in Value Formation: Spiritual, Interpersonal, and Physical
VI. Student Use of Technology: In the Sciences, Arts, and Humanities

The General Education Competencies are introduced through the GCC and reinforced through the academic major, thereby ensuring that all students (including transfers) will develop competency in each area.

Campus and Buildings

The University occupies a spacious 850-acre campus in the village of Buies Creek, located in Harnett County, and equidistant from North Carolina's fast-growing metropolitan centers of Raleigh and Fayetteville.

The location combines the advantages of accessible urban convenience with the friendly, academic atmosphere of a rural university campus.

The University had its beginning in a small one-room building erected by local citizens. Though later enlarged by 1896 it had become inadequate to house the growing student body, and additional facilities were added.

On December 20, 1900, with the exception of one building that was later used for classrooms, these structures were destroyed by fire.

The burned buildings were replaced by Kivett Hall, named for Z. T. Kivett, the builder; it was constructed between May 23, 1901, and November 2, 1903. During 1991-1993, Kivett Hall was remodeled to provide additional space for the Norman A. Wiggins School of Law. In 2010 Kivett Hall was renovated again to house the English Department and the Wiggins Memorial Library. Other buildings include: William Pearson Hall (1915, Renovated 2000), Carrie Rich Memorial Hall (1925, Renovated 2011); D. Rich Memorial Building (1926, Renovated 2004); Carter Gymnasium (1952); Leslie Hartwell Campbell Hall of Science (1961, Major renovations 2009-2011); J. Clyde Turner Chapel (1963, Renovated 2004); Campbell Home Management House (Admissions) (1965, Renovated 2006); Fred L. Taylor Hall of Religion (1973); Johnson Memorial Aquatics Center (1976), Taylor Bott Rogers Fine Arts Center (1984); J.P. Riddle Pharmacy Center (1991); Lundy Fetterman School of Business (1999); Pharmacy Research Laboratory (2001); the McLeod Athletic Training Facility (2004); the Maddox Hall Pharmacy Building (2007); John W. Pope, Jr. Convocation Center (2008); Football Field house (2008); the Dinah E. Gore Bell Tower, and the Anna Gardner Butler Chapel (2009).

In addition, the following serve the administrative function of the University: B. P. Marshbanks Dining Hall (1934, Renovated and addition 2005); W. S. Britt Hall (1947, Renovated 2006); John S. Pearson Memorial Student Health Service (1960); James A. Campbell Administration Building (1961); Northeast Hall (1963); Godwin Maintenance Building (1964); James M. Shouse Dining Hall (1973, renovated 2009); and the Wallace Student Center (1978, renovated 2006).

The residence halls for students are: William H. and Lula Bostic Jones Hall (1954); J. E. Kitchin Hall (1955, Renovated 2010); O. Hampton Baldwin Hall (1958, Renovated 2010); Fred N. Day Hall (1959); Mabel and Nell Powell Hall (1960); James E. and Mary Z. Bryan Hall (1961); J. Hunter and Mabel C. Strickland Hall (1962, Renovated 2009); Ernest P. Sauls Hall (1962, Renovated 2009); Bobby Murray Hall (1967, Renovated 2010-2011); R. A. and Elsie Hedgpeth Hall (1967, Renovated 2009); A. R. Burkot Hall (1973); Fred McCall Hall (1973); Lonnie D. Small Hall (1973); Faculty Memorial Apartments (1999-2000); Barker Hall (2005); Stadium Apartments (Renovated 2007, 2008) and New Freshman Women's Hall (2010).

Brief History

Ad astra per aspera
Implicit in this old Latin motto, "To the stars through difficulties," adopted during the dark days of post-Reconstruction, are beliefs, aims, and objectives that have guided this institution through ever-changing circumstances.

Campbell's rise from a community school of twenty-one students to eminence as a great southern academy and later to its present standing among the state's largest church-related senior universities is illustrative of what perseverance can accomplish in scaling the heights.

Campbell University was founded January 5, 1887, by James Archibald Campbell, a North Carolina preacher who believed that no student should be denied admission because of lack of funds. Known as Buies Creek Academy, the school that began with twenty-one students grew slowly during the early years.

In Campbell College: Big Miracle at Little Buies Creek, (1887-1974), Dr. J. Winston Pearce wrote of Dr. James Archibald Campbell, "From the beginning, his passion was that his school prepare young men and women for a living and for a life, not one but both. He was concerned that Christ have his way in the classroom and that he have his way in the church house, no difference..."

In 1926, the school attained junior college status and changed its name from Buies Creek Academy to Campbell Junior College. In 1961, Campbell became a senior college. The name was changed to Campbell University on June 6, 1979.

Graduate programs were begun in 1977 with the Master of Education degree. The Master of Business Administration degree was added in 1978, and the Master of Science in Government was established in 1982 (although this degree is no longer offered).

The Campbell University School of Law was founded in 1976, and the Lundy-Fetterman School of Business was begun in 1983. The School of Pharmacy and School of Education were established in 1985. The Divinity School was established in 1995. In 2009, the School of Pharmacy was renamed the College of Pharmacy and Health Sciences to accommodate additional health science programs.

Campbell University has developed into a major university that will enroll nearly 8,000 students during the 2011 academic year. Students typically hail from all one hundred North Carolina counties, all fifty states of the United States, and over thirty-five countries of the world. Campbell University is the second largest Baptist University in the world. Open to all qualified students, Campbell's student body includes persons from more than forty denominations and faiths.

In over one hundred years of service, Campbell University has been served by only four presidents: James Archibald Campbell (1887–1934), Leslie Hartwell Campbell (1934–1967), Norman Adrian Wiggins (1967–2003), and Jerry McLain Wallace (2003–present).

Faculty

One of the chief assets of Campbell University is its faculty. Members of the faculty are competent, experienced, and dedicated teachers. Their educational backgrounds are represented by undergraduate and graduate degrees from many outstanding institutions.

At the present time, over four-fifths of the faculty holds the doctoral degree or its professional equivalent.

Campbell University is committed to the task of selecting and maintaining a group of highly qualified teachers who are dedicated to learning in general, to the special knowledge of their subject area, and to the process of instructing students.

Assets

The University has total assets in excess of $384,000,000, including endowment net assets in excess of $107,700,000.

Included in the University's assets is Keith Hills, comprised of twenty seven golf holes and a residential community. The Ellis Maples' designed Creek Course was completed in 1973 and the River Course was completed in 2002.

Library

Opened in 2010, Wiggins Memorial Library serves as the main library of the University. Its mission is to facilitate access to information resources that support learning, teaching, and research; to provide training for effective and ehtical use of these resources; and to support the Campbell community through a state-of-the-art academic environment.

Centrally located on the Academic Circle, Wiggins Memorial Library offers over 59,000 square feet of space featuring quiet individual and collaborative group study areas, 10 group study rooms, a conference room, and a 24-hour study area. In addition, it houses the university's Writing Center and the College of Pharmacy and Health Sciences' Drug Information Center. The library is a technology-equipped space with over 60 PC and Macintosh public workstations, a state-of-the-art computer lab, and an Idea Lab equipped with hardware and software for audio and video editing, as well as digital illustration.

The library collection contains over 225,000 print volumes, over 129,000 e-books, 284 print periodical subscriptions, almost 50,000 full-text electronic periodical subscriptions, and over 500,000 microforms. Numerous media items and related educational materials are available in the Curriculum Materials/Media Center on the third floor of the building. The library's website (lib.campbell.edu) serves as a gateway to this wide array of resources and provides access to many services, including research assistance, interlibrary loan, and electronic reserves.

The Gilbert T. Stephenson Business Library is located in the Lundy-Fetterman School of Business building. This library holds a collection of business reference materials and periodicals. While the vast majority of the print business collection is housed in Wiggins Memorial Library, the Business Library provides a convenient venue for students and faculty on the north side of campus.

Undergraduate Academic Policies

Campbell University offers undergraduate programs leading to the Associate of Arts (AA), Bachelor of Arts (BA), Bachelor of Science (BS), Bachelor of Business Administration (BBA), Bachelor of Social Work (BSW), Bachelor of Applied Science (BAS), and Bachelor of Health Science (BHS) degrees.

General Requirements for All Undergraduate Degrees

Candidates for undergraduate degrees must:

I. Demonstrate evidence of good character.

A. Honoring the Campbell University Code of Honor
B. Serving the University Community
C. Living as a good citizen

II. Complete the General College Curriculum.

The General College Curriculum

The General College Curriculum, or GCC, is a collection of baccalaureate courses in the traditional liberal arts disciplines of the trivium and quadrivium. The purpose of requiring this two years of study prior to undertaking the major and minor fields is 1) to provide students the opportunity to acquire and solidify skills in reading, writing, and critical thinking which are fundamental to all other disciplines, and 2) to enable students to gain the experience and knowledge needed to achieve the spiritual, philosophical, historical, aesthetic, and scientific foundations necessary to understand and evaluate human experience from a Christian perspective as well as to enjoy the good life motivated by charity and concern for others.

The General College Curriculum is designed to parallel and reinforce the General Education Competencies of Campbell University. Therefore, the GCC addresses the following competencies:

I. Reading: Textual and Non-textual
II. Mathematics: Practical, Logical, and Speculative
III. Critical Thinking: Inquiry, Analysis, and Solution
IV. Communication: Verbal and Non-verbal
V. Clarity in Value Formation: Spiritual, Interpersonal, and Physical
VI. Student Use of Technology: In the Sciences, Arts, and Humanities

Students pursuing the B.A., B.S., B.S.W., and B.B.A. degrees must complete the General College Curriculum with any minor modifications noted herein for the appropriate degree program.

Academic Disciplines	*Number of Courses Required*
Fine Arts	1
Art 131, Music 131, Theatre 131	
Humanities	
English 100, 101 and 102	1-3

English 100 may be waived for students with an SAT verbal score of 450 (or ACT-English score of 19) or higher. Successful completion of English 100 requirement is the prerequisite for English 101.

English 101 may be waived for students with 1) an SAT verbal score of at least 700 or an ACT composite score of at least 32 and 2) a GPA of at least a "B" in their high school English courses. Successful completion of the English 101 requirement is the prerequisite for English 102.

200-level Literature Survey 2

ENGL 201, 202, 203, 204, 205, or 206 may be taken in any order or combination to fulfill this two-course requirement. One literature course offered by the Department of Foreign Languages may be substituted for one 200-level English course. This course may be either a course in the language or in English translation, provided the student's adviser approves it in advance. Successful completion of ENGL 100, 101, and 102 is a prerequisite for any 200-level English course.

Foreign Language 1-3

1. Students pursuing the B.S. or B.S.W. degree must pass either the 201-level course in the language or attain a satisfactory score on a nationally-normed equivalent examination approved in advance by the Chair of the Foreign Language Department.
2. Students pursuing the B.A. degree must pass either the 202-level course in the language or attain a satisfactory score on a nationally-normed equivalent examination approved in advance by the Chair of the Foreign Language Department.
3. Students pursuing the B.B.A. degree are required to complete two foreign language courses. This requirement may be met by presentation of two or more high school units (years) in the same language.

Religion 2

Religion 125 and one of the following: RELG 202, 212, 222, 224, 236, or 251

History 111 and 112 2

Mathematics 1-2

Mathematics

Successfully complete Mathematics 122 or two mathematics courses numbered 111 and above as selected by the major department.

Natural Science 2

Natural Science

Two laboratory science courses (four hours each) from Biology, Chemistry, Environmental Science or Physics.

Exercise Science (Physical Education) 2

Exercise Science 185 (2 hours) and a PE 111 activity course (1 hour)

Social Science/Philosophy/Religion 2

Students are required to complete only two courses and may take any combination, with the approval of the major department. Courses in Criminal Justice, Economics, Geography, History, Philosophy, Political Science, Psychology, Sociology, Religion, or COMM 240 may be used to complete this requirement.

Total General Education Hours 45-65 Semester Hours

III. Participate, when requested, in assessment of institutional effectiveness of programs in general education and studies in the major and/or minor field.
On a periodic basis, the University will request student participation in determining measures of effectiveness of University programs and in assessing student progress during the course of the educational experience at Campbell. When the participation requested pertains to student progress in the major and/or minor, such participation becomes a requirement for graduation.

IV. Satisfy the Campbell University Worship (CUW) attendance requirement.
Campbell University Worship reflects the Christian mission and purpose of Campbell University by offering experiences that seek to nurture the spiritual life of students from a Christian worldview and help to build a strong sense of community. While we hope CUW is worshipful, it is not like a typical worship service. Speakers from various denominations, musical groups, student leaders, and different worship forms and traditions all seek to enrich the experiential dimension of CUW. There is also an educational dimension through traditional services like Convocation, Founders Day, and lectures or forums that relate to theological, social, and ethical issues. CUW seeks to represent and minister to the diversity that is so much a part of the CU student body in the context of Campbell University's commitment to the Christian faith.

Attendance requirements for CUW are as follows:

Students entering as *freshmen* will attend for four semesters (CUW 100 during the first two semesters and two additional semesters of CUW 200).

Students entering as *sophomores* (24 semester hours) will attend CUW 200 for three semesters.

Students entering as *juniors* (64 semester hours) will attend CUW 200 for two semesters.

Students entering as *seniors* (98 semester hours) will attend CUW 200 for one semester.

Students who are seeking an *Associate degree* will attend for two semesters (CUW 100 during the first two semesters).

One-half hour credit is awarded for each semester of CUW attendance. The grade will depend upon the number of absences.

CUW 100 meets Monday at 10:00 a.m. in Turner Auditorium and is required of all freshmen during their first two semesters at Campbell University. This includes students who are planning to transfer to another school, enter a graduate/professional school, or who "transferred" college credits earned during their last year of high school.

CUW 200 meets Wednesday at 10:00 a.m. in Turner Auditorium for all sophomores, juniors, and seniors needing to complete their requirements for graduation.

V. Complete a minimum of 12 upper-level semester hours in the departmental major at Campbell. A student may be a candidate for only one undergraduate degree. Normally, each student chooses a major field when nearing completion of the core curriculum requirements, usually not later than the second semester of the sophomore year. Each Campbell University student is responsible for ensuring that the choice of major is properly and currently recorded with his/her adviser and in the Registrar's Office and the University Computer.

Please Note: Students must take cognizance of the fact that the Registrar's Office is the office of record with respect to student academic information during residence and at the time of graduation. If the information on record in that office is not correct, then permanent student records as well as Federal, State, Financial Aid, and VA reports can be in error, perhaps causing the student academic and/or financial hardship.

Double Majors
It is sometimes possible to complete the requirements for two majors while in residence. Qualification in two majors does not entitle a candidate to two degrees.

Depending upon the requirements, this process may necessitate an additional semester or two in residence.

Forms for declaring multiple majors are available in the Registrar's Office. Students who desire qualification in two major fields must obtain for the official record the one-time written approval of both of the appropriate department chairpersons and have the approvals on file in the Registrar's Office. Since requirements for the major vary by department, the student must select one department's requirements as primary. In the event of misunderstandings or conflicts with respect to requirements with one of the majors, the problem must be resolved by the department chairperson of the department where the problem resides.

In the case of duplicate requirements, the student may be released from the course requirement by the department chair of the secondary major, but the student must still have 128 hours for graduation. Students must have a 3.0 average before starting a double-major program.

Please Note: Students receiving veteran's benefits must document with the Veteran's Affairs Coordinator, the Office of the Registrar, and the appropriate department chairs their intent to pursue the double major or a major with a minor. A written course requirement sheet, agreed to by respective department chairs, must be provided to the Veteran's Affairs Office and student with the clear understanding that an additional semester may be required to complete all requirements. The course requirement sheet will be developed on a case-by-case basis, tailored individually, and agreed to by the appropriate department chairs. Successful completion of all degree requirements will result in award of a single diploma.

Minors
Students may also elect to earn one or more minor fields. Requirements for minors are normally less demanding than those of a major field. Minimum requirements for a minor are 18 semester hours, including at least five courses. Variations will be determined by the appropriate department. The student must designate the major and minor fields in writing to the registrar at the time of application for graduation. There is no grade point average requirement to meet before commencing work on a minor; however, no credit will be given for a minor unless the student has a "C" average (2.000) when all courses counting toward the requirement are included.

VI. For *all* degrees, regardless of the total number of required hours, 25 percent of the credit hours toward the degree must be completed with Campbell.

VII. For the bachelor's degree, earn at least 128 semester hours of credit, of which the last 32 must be at Campbell.
N.B I: A student is normally allowed to attempt only 160 semester hours before graduation. This number may be exceeded only with the approval of the Retention Committee. From time to time, changes are made in General College Curriculum requirements, graduation requirements, and related matters. Unless otherwise indicated, such changes will be applicable to all students enrolled at the time the change is adopted, as well as to all students who re-enroll after a period of absence.

N.B. II: Extended Campus students will be governed by the academic residency requirements of the Service-Members Opportunity Colleges (SOC), which at the baccalaureate level requires 32 minimum credit hours, of which 12 must be in upper-level coursework in the major with Campbell.

Bachelor of Arts Degree Requirements
Students must complete the General College Curriculum, along with major and elective requirements, to total a minimum of 128 semester hours. Major requirements are included in the appropriate academic discipline listing in this Bulletin. The Bachelor of Arts Degree is awarded to students in the following majors:

College of Arts and Sciences
Art, Communication Studies, Criminal Justice, English, French, History, Music, Music Education, Political Science, Spanish, and Theatre Arts

The Divinity School
Religion and Christian Ministries

The Lundy-Fetterman School of Business
Economics

Bachelor of Business Administration Degree Requirements
Students must complete the General College Curriculum, along with major and elective requirements, to total a minimum of 128 semester hours. Major requirements are included in the appropriate academic discipline listing in this Bulletin.

The Bachelor of Business Administration degree is awarded to students in the following majors: Accounting, Business Administration, PGA Golf Management, International Business, and Trust & Wealth Management.

Bachelor of Science Degree Requirements
Students must complete the General College Curriculum, along with major and elective requirements, to total a minimum of 128 semester hours. Requirements for each major are included with the appropriate academic discipline listing in this Bulletin. The Bachelor of Science degree is awarded to students in the following majors:

College of Arts and Sciences
Athletic Training, Biochemistry, Biology, Chemistry, Exercise Science, Health and Physical Education, Information Technology & Security, Mathematics, Social Science, and Sports Management

The Lundy-Fetterman School of Business
Economics

School of Education
Birth to Kindergarten, Elementary Education, Middle Grades Education, Special Education, Educational Studies, Psychology, Social Work

Teacher Licensure with a B.S. degree in the following areas: Biology, English, French, Health and Physical Education, Mathematics, Music, Social Science, and Spanish

College of Pharmacy & Health Sciences
Clinical Research, Pharmaceutical Sciences

Bachelor of Social Work Degree Requirements
Students must complete the General College Curriculum along with major and elective requirements to total a minimum of 128 semester hours. Major requirements are included in the appropriate academic discipline listing in this Bulletin.

Bachelor of Applied Science Degree Requirements (CIP 24.0101)
Students must meet the criteria of either (A), (B), or (C):

(A) Student must possess an earned Associate in Applied Science degree from a regionally accredited college or regionally accredited technical school. The degree must include a minimum of 21 semester hours in the major area. A maximum of 30 semester hours of technical core credit will be accepted towards the completion of the degree. Students will be permitted to transfer in a limited number of additional credits from other community college-level course work. Students with an AAS based primarily on military technical credit will be evaluated on a case-by-case basis.

(B) Student must possess an earned and completed non-degree diploma from a regionally accredited college or regionally accredited school that includes a minimum of 21 semester hours of technical core credit. A maximum of 30 semester hours of technical core credit will be accepted towards the completion of the degree. Students will be permitted to transfer in a limited number of additional credits from other community college-level course work. In addition, the student must possess the appropriate certification or licensure from the state or national board.

(C) Student must have completed a military service school that has a minimum of 21 semester hours of technical core credits as recommended by the American Council on Education (ACE), and been awarded the Military Occupational Specialty (MOS for Army and Marine Corps, Air Force Specialty Code [AFSC] for Air Force, Naval Enlisted Code [NEC] for Navy) that is comparable to (A) or (B) above. A maximum of 30 semester hours of technical core credit will be accepted towards the completion of the degree. In addition, the student must be eligible for the appropriate certification or licensure from the state or national board.

Further, students must complete 53 semester hours of credit in these general education subject areas, if not already accepted as transfer credits within the associate degree program of study:

Academic Disciplines	*Number of Semester Hours Required*
Fine Arts **May include an acceptable course from art, music, theatre*	3
Humanities	24

*Must include ENGL 100 (if required), 101 and 102; RELG 125 and one RELG elective. The remaining 9-12 hours may come from writing or literature courses, speech, religion, philosophy, or foreign language.

Math	6

*May include any Math courses numbered 111 or above.

Science	8

*Any natural or biological science courses, with laboratory component.

Social Sciences	12

*Must include HIST 111 and 112. May include courses in criminal justice, geography, history, economics, political science, psychology, sociology, or military science.

Students must complete additional elective hours to total a minimum of 128 semester hours for the BAS degree. Of the remaining hours, at least 24 semester hours must be upper level (300-400) courses from any of these subjects: accounting, business, criminal justice, economics, foreign language, history, information technology and security, literature, mathematics, philosophy, political science, psychology, religion, science, or sociology; and 12 of those 24 must be taken in residence at Campbell.

Any student who is originally evaluated for a Bachelor of Applied Science degree and later changes to another degree plan will have his/her transfer credits re-evaluated. In this case, the student may lose the majority of technical credits.

Bachelor of Health Science Degree Requirements (CIP 24.0199)
Students must meet the criteria of either (A), (B), or (C):

(A) Student must possess an earned Associate in Applied or Health Science degree in a health care related area, from an accredited college or technical school. The degree must include a minimum of 21 semester hours in the core health science area. A maximum of 30 semester hours of technical core credit will be accepted towards the completion of the degree. Students will be permitted to transfer in a limited number of additional credits from other community college-level course work. Students with an AAS/AHS based primarily on military technical credit will be evaluated on a case-by-case basis.

(B) Students who have graduated from a non-degree diploma program in an allied health discipline with a minimum of 21 semester hours in the major area and who also possess state or national certification or licensure may be considered on a case-by-case basis. A maximum of 30 semester hours of technical core credit will be accepted towards the completion of the degree. Students will be permitted to transfer in a limited number of additional credits from other community college-level course work. In addition, the student must possess the appropriate certification or licensure from the state or national board.

(C) Student must complete a health care-related military training program that is the equivalent of (A) or (B) above. The service school(s) must include a minimum of 21 semester hours of technical core credit credits as recommended by the American Council on Education (ACE), and been awarded the Military Occupational Specialty (MOS for Army, Air Force Specialty Code [AFSC] for Air Force, Naval Enlisted Code [NEC] for Navy). A maximum of 30 semester hours of technical core credit will be accepted towards the completion of the degree. In addition, the student must be eligible for the appropriate certification or licensure from the state or national board.

Further, students must complete 53 semester hours of credit in these general education subject areas if not already accepted as transfer credits within the associate degree program of study.

Academic Disciplines	*Number of Semester Hours Required*
Fine Arts *Must include an acceptable course from art, music, theatre	3
Humanities	24

*Must include ENGL 100 (if required), 101, and 102; RELG 125; and one RELG elective. The remaining 9-12 hours may come from writing or literature courses, speech, religion, philosophy, foreign language.

Math 6

*May include any Math courses numbered 111 or higher. MATH 112 recommended.

Science 8

*CHEM 111 and 113 with lab required.

Social Sciences 12

*Must include HIST 111 and 112. May include courses in criminal justice, economics, history, geography, political science, psychology, sociology, or military science.

Further, students must complete the additional core courses required for adequate preparation for graduate education in health related occupations. If not already awarded through transfer credit, the student should complete:

CHEM 227	Organic Chemistry I with Lab	4 semester hours
BIOL 111	Basic Biology with lab	4 semester hours
BIOL Electives	Anatomy & Physiology recommended	8 semester hours
Additional Upper-level BIOL courses (two courses must have labs)		12 semester hours

Students must complete additional elective hours to total a minimum of 128 semester hours for the BHS degree. Of the remaining hours, at least 24 semester hours must be upper level (300-400) courses from any of these subjects: accounting, business, criminal justice, economics, foreign language, history, information technology and security, literature, mathematics, philosophy, political science, psychology, religion, science, or sociology. Of the 24 upper level hours (biology requirements and electives) a minimum of 12 hours must be taken in residence at Campbell. Students should check the admissions requirements for the graduate programs for which they intend to apply. This will aid in course selection for the remaining electives.

Any student who is originally evaluated for a Bachelor of Health Science degree and later changes to another degree plan will have his/her transfer credits re-evaluated. In this case, the student may lose the majority of technical credits.

Associate of Arts Degree Requirements

Campbell University offers Associate of Arts degree programs in General Education, Business Administration, and Social Sciences. A candidate for this degree must have demonstrated evidence of good character, completed 64 semester hours of study with 2.0 average on all work offered for graduation, and must have earned a 2.0 average on 80 percent of all work attempted. This degree requires a minimum of 16 semester hours of study in residence. All A.A. degrees require the following general courses:

Courses	Credit Hours
English 100, 101, 102	9
English Elective	3
Mathematics Electives	6
History 111 and 112	6
Science Lab Course	4
Fine Arts	3
Religion 125	3
Exercise Science 185 (2) plus an activity course (1)	3
Electives	27
Total Semester Hours	64

Combined Degree Programs

Several combined degree programs exist for exceptional students. Consult the appropriate academic department for further information.

Second Bachelor's Degree

Campbell University may grant a second bachelor's degree to an individual who holds a prior bachelor's degree from a regionally accredited institution. A candidate for a second bachelor's degree must complete a minimum of 32 semester hours in residence at Campbell University beyond those hours earned for a prior degree. Of these, at least 15 hours must be completed in the major courses numbered 300 or above. All major, core curriculum/general education (e.g., religion, foreign-language), and specific degree requirements (e.g., CUW) must be fulfilled.

Special Considerations for Professional School Admission

The Norman A. Wiggins School of Law will give special consideration in the admissions process for students with combined SAT scores of 1800 or higher. The student must also have maintained a 3.50 cumulative grade point average during their undergraduate work at Campbell University and achieved a Law School Admissions Test (LSAT) score equal to or higher than the previous year's median LSAT score at the law school. All candidates for admission must satisfy the character and fitness requirements of the law school and profession and any other admissions requirements.

The College of Pharmacy and Health Sciences reserves spaces for high school valedictorians that maintain required averages in their pre-pharmacy curriculum.

VIII. Achieve satisfactory grade point averages

A. A minimum grade point average of 2.000 in the major.
B. A minimum grade point average of 2.000 on all work attempted at Campbell University.
C. Some departments require that all courses in the major have a minimum grade of "C."

Please note that the responsibility for meeting the requirements for graduation rests upon the student in all cases. The responsibility for the student's academic performance and destiny is the student's, not the adviser. Advisers offer guidance and advice; the responsibility for meeting the requirements for graduation rests upon the student.

Class Attendance Policy

University policy regarding attendance is that:

1. The student is obligated for all required work, written and oral, in each course for which registered, whether the student attends class or not.
2. No student will receive credit for any course in which he/she fails to attend at least 85-percent of the classes held.
3. Students should understand that the 15-percent absences allowed are designed for, but not limited to, personal and family emergencies, inclement weather conditions, bona fide medical needs, and officially approved representation of the University, such as athletic teams, student congresses, and assessment testing. Students whose absences fall in these categories will be allowed to make up work; it is incumbent upon the student to notify the professor in advance when possible.
4. Absences for reasons other than those listed above will not be excused.
5. Professors will keep absence records in all classes. Students who exceed the allowed number of absences will not receive credit for the course involved. Students who do not properly withdraw from a course will be given a grade of "F."
6. Professors have the prerogative of making their absence policy more restrictive than that of the University.
7. Professors will include a clear statement of their absence policy in the syllabus for each course.

General Academic Regulations

Classification of Students

The classification of a student depends upon the number of hours completed and not upon the length of time enrolled in the University. A student is classified:

1. As a *senior,* upon the completion of 98 semester hours.
2. As a *junior,* upon the completion of 64 semester hours.
3. As a *sophomore,* upon the completion of 24 semester hours.
4. As a *freshman,* if the regular admission requirements have been met.
5. As a *special student,* if for some approved reason the student is registered for one or more courses but does not meet the admission requirements.
6. As a *part-time student,* if, with approval, the student is registered for less than 12 hours of credit work.

N.B.: To receive full assistance through the Financial Aid Office or through Veteran's Affairs, a student must be enrolled for 12 semester hours.

Minimum Grade Requirements for Graduation

All baccalaureate candidates must have: (1) a "C" average (2.000) in the major and (2) a "C" average (2.000) at Campbell.

All associate candidates must have completed 64 semester hours with a 2.000 average on all work offered for graduation and must have earned a 2.000 average on 80 percent of all work attempted.

Note: Music and Communication Studies majors must have a "C" or better on each course within the major. Students seeking teacher licensure must have a "C" or better on all courses in the major and on all education courses.

Note: Education majors must have a 2.500 cumulative grade point average upon entrance into the major and upon graduation. Social work majors must have a 2.25 cumulative grade point average upon entrance into the major and upon graduation.

Application for Graduation

The candidate is responsible for applying for graduation at the beginning of the final semester before graduation, normally, and in no case later than, at January registration prior to May graduation, and at fall registration for December graduation. Students who cannot complete their work in time to march at the May ceremony are welcome to march the following December. Depending on an individual student's progress, this process may involve several applications.

Applications must be on file in the Office of the Registrar before the degree will be awarded. The candidate must satisfy all financial obligations prior to graduation.

Graduation and Graduation Ceremonies

Degrees are conferred in August, December, and May. A ceremony for August and December graduates is held in mid-December. A ceremony for May graduates is held in mid-May. Extended Campus Education holds an additional graduation ceremony in either late May or early June at Camp Lejeune for extended campus students.

Graduation with Honors

The award of honors at Campbell University is determined in accordance with the following rules:

1. The GPA on all work at Campbell University must equal the stated GPA requirement.
2. To be eligible for honors at graduation, any student must have completed a minimum of 60 semester hours at Campbell.
3. Students who achieve a grade point average of 3.500 will be graduated cum laude, 3.700 magna cum laude, and 3.900 summa cum laude.
4. Students electing to apply the Eight-Year Academic Forgiveness Policy are ineligible for graduation with honors.

Graduation in Absentia

All candidates are expected to participate in the appropriate graduation ceremony, unless hindered by exceptional circumstances. To be eligible to participate in the ceremonies, the student must have completed all degree requirements prior to the date of graduation. Candidates with legitimate conflict, such as military duties, will be excused.

Graduation Participation

Undergraduate candidates may participate in either the May or December graduation exercises, provided they have met all of the following conditions:

- Candidates with unfulfilled requirements for graduation must have the appropriate form completed, approved, and on file in the Registrar's Office. Forms for this purpose are available in the Registrar's Office.
- Must have an Application for Graduation on file in the Registrar's Office by March 25 for the May commencement and October 25 for the December commencement.
- Must submit the on-line graduation participation card that is posted to the Campbell University Website prior to each commencement program.
- Must be within 6 semester hours of completing the minimum hour requirement for the degree.
- Must have a 2.000 grade point average overall and satisfy the minimum grade point average of the major.

Candidates who are within 6 semester hours, and who otherwise qualify for graduation, may participate in the graduation ceremony but will neither officially be graduated nor receive a diploma until such time as all requirements have been met and graduation certified by the Registrar's Office. Candidates in this category must complete all degree requirements, and they must complete a Final Application for Graduation to initiate the Registrar's certification process. Candidates who participate in the graduation ceremony will not be allowed to participate in a second ceremony for the same degree, nor will their name appear a second time in the graduation program. Academic honors and class rank will only be documented for students who have completed all graduation requirements by the time of the graduation ceremony.

Note: For graduate and professional degree candidates, all requirements for graduation must be met prior to participating in a graduation ceremony. Should the extraordinary circumstances of any student support consideration for an exception, the matter shall be handled within the particular college or school in accord with its processes, and with a result that does not violate the spirit of the undergraduate standard.

Policies Regarding Registration and Course Credit

Faculty Advisers

Each student will be assigned a faculty adviser who will be available to assist in making academic decisions. Prior to registration each semester, every student must have proposed courses approved by the adviser, and, if so indicated in this Bulletin, by representatives of other departments and/or schools.

Students interested in pursuing special programs such as pre-pharmacy or majoring in political science, elementary education, middle grades education, or music should declare their intent at the earliest possible date, preferably upon registering for their first semester.

Students interested in obtaining licensure for teaching in the public schools must consult the School of Education prior to registering for the sophomore year.

Semester Hour

A semester hour usually represents the credit earned in a class that meets one hour (fifty minutes plus a ten-minute break) each week for a full semester. In a course meeting three times a week, three semester hours of credit will be earned.

Some courses carry laboratory credit. For example, courses in science, computer information, psychology, and social work carry laboratory requirements. In general, two hours of laboratory time are converted into one hour of credit; in the natural sciences, the ratio is three to one.

Courses of Instruction

Courses numbered 100 or 200 are recommended for freshmen; those numbered 200 or 300 are open to sophomores; those numbered 300 to 400 are intended for juniors and seniors. Those numbered 500 are for advanced undergraduate and graduate students. Courses numbered 600 and above are for graduate students only. Credit hours for each course are listed in parentheses after the title.

The University reserves the right to make necessary changes and/or cancel classes in the class schedule where there is insufficient demand for an announced course or where unexpected personnel changes have occurred.

Normal Class Load

During the regular semester on the main campus, a normal class load is fifteen to sixteen hours (not including CUW). During the summer sessions and off-campus terms, a normal load is six semester hours each session/term. For extended campus students, a normal full time class load is six hours per term, and may not exceed nine hours without the express approval of the extended campus director.

A full-time boarding student must carry a minimum load of twelve semester hours. Students carrying less than twelve hours will not be eligible for full financial aid.

Overloads

Students enrolling in more than eighteen semester hours (not including CUW) during the regular semester or six semester hours during summer sessions at the main campus must obtain permission from the appropriate dean and pay the appropriate overload charges. Extended campus students enrolling in more than nine semester hours per term must obtain permission from the extended campus director and pay the appropriate overload charges.

Under no circumstances should a student attending summer school sit for more than 18 semester hours each summer on main campus summer programs, off-campus summer programs, or any combination.

Enrollment at Other Schools
Requests for permission to enroll in courses at other colleges or universities for subsequent transfer of credit to Campbell University must be approved in writing by the adviser, the appropriate department chairperson, and the Registrar prior to enrollment. Forms are available in the Registrar's Office.

Students who do not have a "C" average at Campbell normally will not receive approval to transfer courses to Campbell. In such special circumstances where approval is granted, students should understand that the transfer courses will be held in "suspense" and not transferred until the student has attained a "C" average at Campbell University.

Furthermore, students who are in their fourth semester at Campbell University or who have completed 64 semester hours may not transfer work from two-year institutions (junior colleges, community colleges, or technical colleges).

Courses taken during a term of disciplinary suspension may not be applied toward degree credit at Campbell University.

Students should understand that they must complete the last 32 semester hours in residence at Campbell, and that work completed at another institution while a student is ineligible to return to Campbell will not be accepted in transfer.

A deficit in quality points must be resolved by completing courses at Campbell.

Please Note: Students enrolled at extended campus sites are usually covered under the provisions of the Service-members Opportunity College (SOC) consortium. SOC provisions, though normally more liberal than the policy stated here, are subject to specific requirements and stipulations. Extended campus students should obtain approval from their site director prior to enrolling at any other institution.

Policies for Main Campus Students enrolling in courses offered by Extended Campus Education
Main campus students may, depending on availability and certain criteria, enroll in courses at Campbell's extended campuses and/or online courses offered by the Distance Education program. The following conditions apply:

1. The requested course will not be available on the main campus during the semester in which the extended campus/distance education course is requested. Furthermore, the student must demonstrate that the requested course is necessary for a timely graduation.
2. Main campus students wishing to take courses at one of the extended campuses must first complete an Approval to Take Campbell University Extended Campus Courses which require signatures from the student's adviser, the Department Chair for the course discipline, and then the representative of the extended campus when accompanied by a completed registration form for classes at that campus. These forms may be found in the hallway of Pearson Hall or www.campbellextendedcampuseducation.com/
3. A main campus student may enroll for no more than two courses per semester at the extended campus sites, distance education, or combination thereof.
4. If a student enrolls for six (6) or more semester hours on main campus and additional semester hours through extended campus sites or Distance Education during a semester such that he is registered for

at least 12 hours, the student is considered a full time, main campus student and must pay the full time main campus student tuition and applicable fees.
5. The maximum number of combined hours from all campuses during any semester may not exceed 18.5 hours.
6. International students must obtain permission from the office of International Admissions prior to enrolling for any courses at the extended campus sites or distance education.

Policies for Students Taking Courses Offered Through Distance Education
In accord with the definition of the Commission on Colleges, the University defines distance education as a fromal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instrucction may be synchronous or asynchronous. A distance education course may employ correspondence study, or audio, video, or computer technologies. Any course in which more than 49% of the course is offered with the instructor and the student not in the same place shall be clearly identified as a distance education offering.

The University's offerings in distance education are primarily for the associate and bachelor degrees, and for students whose home location is at extended campus sites in Fayetteville, Raleigh and Jacksonville, North Carolina.

All of the University's distance education offerings, for both main and extended campuses, are to be channeled through the University's Office of Distance Education. The role of the Distance Education Office is to provide training and administrative oversight to the range of matters required for distance education.

To be offered, all distance education courses must have approval of the appropriate dean.

Policies for Students Taking Courses Offered Through Distance Education
1. A minimum grade point average of 2.000 is required to register for one distance education course. A grade point average of 2.300 or better is required to register for two distance education courses in the same term.
2. Cumulative: Students may take through distance education no more than 49% of the semester credit hours for the degree. This means that for the associate degree requiring 64 semester hours, no more than 31 semester hours can be done with distance education courses. For the bachelors degree requiring 128 semester hours, no more than 62 semester hours can be done with distance education. These plateaus of 31 and 62 are the maximum allowable hours of distance education, taking into account core curriculum and majors hours combined.
3. Majors: As to courses which are specific to a particular major, no more than 49% of the major courses are to be available through distance education. The allowable hours may vary because the number of required hours varies among majors. But the workable guideline is that the total number of semester hours for a major available/offered through distance education shall not exceed 49%.
4. Core Curriculum: A full range of general education core courses may be made available through distance education, as long as the maximum allowance of 49% for each student degree is not violated.
5. Transfers: Regardless of the number of hours accepted in transfer, no student shall be allowed to complete through distance education more than 49% of their semester hours taken with Campbell.
6. Main campus students wishing to take Distance Education courses must first complete an Approval to Take Campbell University Distance Education Courses which require signatures from the student's adviser, the Department Chair for the course discipline, and then present the form to the Distance

Education office on the 2nd floor of Kivett to be registered for a course. These forms may be found in the hallway of Pearson Hall or www.campbellextendedcampuseducation.com/

7. Students must complete 6 hours of traditional coursework before taking on-line courses.

Distance Education Attendance/Course Participation Policy

Campbell University believes that students must attend class in order to attain the course learning outcomes. The expectation for students in online courses is no different in this regard than for traditional courses. The University attendance policy found in the *Undergraduate Studies Bulletin* requires students to attend at least 85% of the classes held in order to receive academic credit for a course.

Though with a different delivery mode and different definition of participation, the same class attendance/ course participation expectations hold for online courses. Student attendance in online and applicable blended courses is defined as active and consistent participation in the course as described in the individual course syllabus. Online and blended courses will, at a minimum, have weekly requirements for student participation which can be documented by any or all of the following methods:

- Completion of tests
- Submission/completion of assignments as specified by the professor/instructor
- Communication with the professor/instructor

Students in online or blended courses must demonstrate their participation by the last day of the published add/drop period for the term or semester in order to verify their enrollment. Students who fail to verify their enrollment will be dropped from the course. Students who fail to maintain active participation in an online or blended course will not receive credit for the course.

Directed Independent Study (DIS)

Independent study is any type of study which is conducted under the supervision of an instructor but which is not available as a regularly scheduled course or which is a regularly scheduled course but is not currently available.

Credit hours will be given for each independent study course as listed in the catalog for regularly scheduled classes.
All independent study should be initiated by the student, and a contract submitted prior to the semester for which credit is sought. The student should submit a written request to the faculty adviser, or site Director (if an extended campus student) during the advisement period and obtain approval before registration.

The student and faculty member will work out the format of each course and will adhere to the standards set by the department.

Departmental standards will include the following:

1. No student may take more than one three-semester-hour independent study course per semester; no student shall present more than nine credit hours in independent study toward a major without the approval of the discipline department chair, adviser, and the dean of the college/school.
2. The student's schedule should allow for an average of three hours of work per week per semester hour, including time spent in meeting with the professor.
3. A clear written understanding should be established between the student and professor concerning the objectives of the study, procedures, reading, written work, travel, and means of evaluation.

Supervision of independent study will be on a volunteer basis for the professor. No professor should supervise more than three independent studies during any semester/term. All independent study contracts shall be approved by the faculty adviser, the supervising professor, the discipline department chair, the appropriate dean, and the Registrar. (Note: Extended campus students require only the approval of their site Director.)

Blank independent study contracts may be obtained in the Office of the Registrar.

Auditing a Course

A student may audit any course by obtaining the permission of the instructor and the appropriate dean. The requirements for attendance and participation are determined by the instructor.

A student auditing a course receives no credit and no grade. However, satisfactorily completed audits are reported to the Registrar's Office and made a matter of permanent record. Students may elect to retake a course for credit and a grade. A course that is audited is considered to be a part of a student's load and is included in the tuition and fee charges.

Credit by Examination

College credit may be awarded to a student who completes the Advanced Placement Examination with an acceptable score. For details, please see the PDF chart for "Advanced Placement Examination: Scores & Equivalent Campbell University Course Credit" on the Registrar's webpage at http://www.campbell.edu/academics/registrars-office/.

Applicants should arrange with the College Entrance Examination Board (CEEB) for the Advanced Placement Examination and should request the CEEB to send the results of these examinations to the Dean of Admissions. The decision on the appropriate amount of credit to be awarded will be determined by the department chair with the approval of the appropriate dean.

Credit may be earned by satisfactorily completing the *General Examinations or the Subject Examinations of the College Level Examination Program (CLEP)* of the College Entrance Examination Board. A maximum of 64 hours of freshman and sophomore level credit may be earned for scores recommended by the American Council on Education. Applicants who seek credit by examination may obtain further information from the Registrar of the University.

Credit for courses in the core curriculum to be earned through *CLEP, DANTES, USAFI, APP, Challenge Examinations,* and other nontraditional methods should be submitted prior to the end of the student's first year of enrollment at Campbell.

Transfer Students

Students who complete course work at another accredited college or university may apply for admission to Campbell University. Transfer applicants must meet all admissions requirements and be eligible to return to the institution from which they are transferring.

Transfer of Credit

A transfer student from an accredited two-year institution may receive up to sixty-four (64) semester hours of course credit.

All students from accredited junior and community colleges are eligible to apply for transfer under a direct transfer policy if they have an overall "C" average and are recommended by the registrar of the sending institution. Full credit will be given to junior college courses at the associate degree level.

Campbell University will accept semester hours only from all transfer work. Campbell University accepts course content only for "D" grades; consequently, a student will not earn hours toward graduation for "D" work completed at another college or university. The student's grade point average (GPA) will be determined by the work completed only at Campbell University.

Transfer students must be in good academic and social standing at the school from which they are transferring.

Comprehensive Articulation Agreement

Campbell University has partnered with the N.C. Department of Community Colleges in the *Comprehensive Articulation Agreement.* This agreement addresses the transfer of credits in the core curriculum between institutions in the North Carolina Community College system for students who wish to transfer to Campbell University.

Substitution Policy

Upon the recommendation of the adviser and department chairperson (or extended campus director), the dean of each school has the authority to approve subject substitutions.

Transcripts

The first copy of a student's record is issued upon request without charge. Subsequent copies are $5.00 each. Written requests for additional copies should be made to the Registrar by the student and should be accompanied by a remittance of $5.00 for each copy desired. Checks or money orders should be made payable to Campbell University. Forms for Transcript Requests may be obtained by accessing the following URL: http://www.campbell.edu/academics/registrars-office/

Courses transferred from one Campbell University degree program to another or to another Campbell University transcript will be treated as transfer courses. Consequently, only semester hours earned will be posted to the second transcript of record.

Campbell University complies with the Buckley Amendment with respect to the privacy of student records, i.e., the University will not release student records without the signature of the student.

Drop-Add

Deadlines are published each semester for dropping and adding courses. A course may be added during the first two weeks of a regular semester. In a regular semester, a course may be dropped without a grade for a period of four weeks.

Students will not be allowed to drop or add courses without the permission of the "academic adviser." A "Change of Schedule Form" can be obtained from and must be returned to the Registrar's Office.

Withdrawal from a Course

Students withdrawing from a class after the published drop-add deadline until mid-term will receive a grade of "WP" (withdrew passing) or "WF" (withdrew failing) from the professor. Students withdrawing from a class after mid-term will receive a grade of "WF." (Please note that a grade of "WF" is punitive and has a negative impact on the grade point average and possibly financial aid). The time periods listed herein for the regular semester will be applied proportionally to Summer Sessions and Extended Campus terms.

Students will not be allowed to withdraw from a class without the permission of the academic adviser. A "Course Withdrawal Form" can be obtained from and must be returned to the Registrar's Office.

Students who do not properly withdraw from a class will be assigned a grade of "F."

Withdrawal from the University

Withdrawal from the University should only be considered after a careful and thorough evaluation of the academic, financial, and personal impacts arising from such an action. In all cases, students should first meet with their faculty adviser to discuss withdrawal from the University.

To withdraw officially from the University during a semester, a student must contact the Office of the Vice President for Student Life and obtain a Withdrawal Form. This form, once completed, will be distributed to the following offices: Registrar, Financial Aid, Business, Accounting, Veteran's Affairs, International Admissions, and Residence Life, so that a student's record may be closed out in all these areas.

Failure to withdraw properly will result in full charges and failing grades. Students will be responsible for all grants, scholarships, loans, and federal monies applied toward their tuition and general fees. Students receiving veteran's benefits must report to the Director of Veterans Affairs within thirty days of withdrawing from Campbell.

Withdrawal from the University after the published drop-add date will result in a student receiving grades of "WF" in all courses except in cases of documented medical emergencies. *(Please note that grades of "WF" are punitive and have a negative impact on the grade point average and possibly financial aid.)*

Students planning to withdraw between semesters should notify the Vice President for Student Life of their intention in writing. Students absent from Campbell University for one or more semesters/terms (excluding summers) must reapply for admission.

University Disciplinary System

The Dean of Students is responsible for the administration of the University's disciplinary system. This responsibility is exercised on behalf of the Vice President for Student Life and entails the operation of several bodies. They are described below and explained in detail in the Campbell University Student Handbook. The Student Handbook is published annually and is available for viewing on the University's web site, under Student Life. It is reviewed and approved by the President and Executive Cabinet and represents the official policies, regulations and procedures relating to student housing, student support services, and the University disciplinary system. The handbook also contains official policies relating to parking and campus safety. When a student is admitted to Campbell University, the student becomes responsible for knowing and abiding by all rules and regulations of the University as published in the University Bulletin and the Student Handbook.

Students are responsible for adhering to established policies, including the Code of Honor and Code of Conduct, both on and off campus. Campbell University also expects its students to abide by local, state and federal laws, as well as the generally accepted moral standards of our society. Although the University's role is not to duplicate civil law enforcement or judicial action, it may exercise reasonable authority for reasons indigenous to its functioning as an educational institution.

Allegations of misconduct involving graduate students are referred to the appropriate graduate/ professional school for resolution.

The Office of Student Life is responsible for 1) conducting initial inquiries into allegations of misconduct; 2) determining appropriate actions, including sanctions; and 3) arranging original hearings, if required, for violations of the Code of Honor and Student Code of Conduct, and Residence Hall Regulations.

Any student that may present himself/herself as a threat to the health, safety, and welfare of Campbell University faculty, staff, and/or students may be temporarily suspended pending a scheduled hearing. This suspension may include, but is not limited to, all University owned property, and University sponsored events, classes, and intercollegiate athletic participation.

The Vice President for Student Life may delegate the authority to conduct initial inquiries to the Dean of Students and/or Residence Life Directors for violations of the Campbell University Student Code of Conduct and Residence Halls Regulations. Students may contest the action taken during the initial inquiry by requesting an original hearing.

Campus Life Conduct Committee

The Residence Life Conduct Committee is composed of the two Area Coordinators, and three Resident Directors appointed by the Dean of Students. The Committee will hear violations of Residence Hall Regulations. The Committee may assign disciplinary sanctions ranging from Written Reprimand to Loss of Privileges. Once assigned, the sanction(s) will remain in effect for the remainder of the current semester and the following semester. Decisions made by this Committee may be appealed to the Student Conduct Committee. The decisions made by the Student Conduct Committee in reference to the appeal of a Residence Life Conduct Committee decision will be final.

Student Conduct Committee

The Student Conduct Committee is composed of an Executive Member of the SGA who will serve as the committee chair, the four undergraduate class presidents, four faculty members, and a Student Life staff member. This Committee hears violations of the Student Code of Conduct and Code of Honor. The Committee may assign students disciplinary sanctions ranging from Written Reprimand to Probation. Once assigned, the sanction(s) will remain in effect for one year from the assigned date. Decisions made by this Committee may be appealed to the Executive Student Conduct Committee. The decision made by the Executive Student Conduct Committee in reference to the appeal of a student Conduct Committee decision will be final.

Executive Student Conduct Committee

The Executive Student Conduct Committee is composed of faculty members, including two University Deans. The Dean of Students will chair this committee and be a voting member thereof. This Committee serves as a hearing board for incidents of misconduct involving violations of federal, state and local law. It may also hear violations of institutional policy and incidents requiring a high degree of confidentiality in order to protect the reputations of the students involved. Cases of sexual misconduct and/or harassment fall into this latter category. The Executive Student Conduct Committee may impose sanctions ranging from Written Reprimand to Expulsion. Decisions made by the Executive Student Conduct Committee may be appealed to the Executive Appeals Committee.

Executive Appeals Committee

The Executive Appeals Committee considers appeals of decisions made by the Executive Student Conduct Committee. It is composed of the Vice President for Academic Affairs, the Vice President for

Enrollment Management, and the Vice President for Student Life. Appeals must be submitted, in writing, to the Office of the Vice President for Student Life within three (3) business days after the notification of the decision made by the Executive Student Conduct Committee. This committee will usually not hear personal appeals or oral arguments. It may affirm, reduce, or increase conduct sanctions as necessary. This committee may choose to act as an original hearing board as needed. Decisions reached by the Executive Appeals Committee are final.

Honor Societies

Inquiries in reference to the honor societies listed below should be directed to the Student Life Office.

- Epsilon Pi Eta Society was organized in the fall of 1928 for the purpose of promoting character, leadership, and scholarship. Members must achieve a 3.25 overall GPA for three consecutive semesters prior to selection.
- Kappa Delta Pi. The Chi Theta chapter of Kappa Delta Pi was installed on April 25, 1996. This education honor society is open to undergraduates, graduate students, faculty and alumni whose major is education. Undergraduates must have completed 30 hours and have earned a minimum 3.0 GPA.
- Lambda Pi Eta is the official communication studies honor society. Lambda Pi Eta (LPH) has over 400 active chapters at four-year colleges and universities worldwide. LPH was founded in 1985 at the University of Arkansas. LPH became a part of the National Communication Association (NCA) in 1988, and the official honor society of the NCA in July 1995.
- Omicron Delta Epsilon is an International Economics Honor Society accredited by the Association of College Honor Societies ACHS
- Omicron Delta Kappa. A circle of Omicron Delta Kappa was organized on the campus of Campbell University in the fall of 1977. The purpose of Omicron Delta Kappa is to recognize and encourage the achievement of exemplary character and superior quality in leadership in the five major phases of campus life, namely: scholarship (upper 35 percent); athletics; social and religious affairs; publications; and the fine arts. Membership is awarded to men and women students who are juniors and seniors and who meet the specified criteria for eligibility.
- Phi Alpha recognizes Social Work majors having achieved sophomore status, a 3.0 overall GPA and a 3.25 GPA in social work courses.
- Phi Alpha Theta is the national honor society for history, founded on March 17, 1921 at the University of Arkansas by Nels Andrew Nelson Cleven. Initiates must have 12 semester hours in history with a 3.0 GPA as well as a B average on two-thirds of the remainder of their college work. This society has more than 700 chapters in 50 states, more than any other accredited honor society.
- Phi Eta Sigma. A chapter of Phi Eta Sigma, freshman honor society, was installed at Campbell on October 28, 1974. Admission requirements to the society are fifty percent "As" and fifty percent "Bs" for a normal academic load during the first or second semester at Campbell. The society is open to both freshmen men and women.
- Phi Kappa Phi. A chapter of Phi Kappa Phi was established at Campbell in the fall of 1974. The purpose of Phi Kappa Phi is to emphasize scholarship in all academic fields. Membership is open to men and women who are in the upper ten percent of the senior class. Graduate and professional students in the upper 10 percent of all graduate and professional students in the institution are also eligible.
- Pi Gamma Mu. The Campbell University chapter of Pi Gamma Mu was established in the fall of 1984. Pi Gamma Mu is a society which encourages excellence in the social sciences among undergraduate and graduate students. Membership and leadership in the chapter are shared between faculty and students. As an honor society, Pi Gamma Mu gives recognition to good scholarship and promotes it consistently through enriching activities, a lectureship program, and student-faculty

fellowship. When a junior, senior, or graduate student has at least 20 hours in the five core areas (history, political science, economics, sociology/anthropology, and international relations), and in some other social science courses such as social psychology, criminal justice, and geography, with a grade average of "B" (85 percent), that person may be invited to join an active chapter of Pi Gamma Mu. In addition, an eligible student should be in the top 35 percent of the class.

- Pi Sigma Alpha recognizes Political Science majors that are in the upper third of their college class.
- Premedical/Allied Health Honor Society is open to students who have an overall 3.0 GPA in all classes and in science. Three semesters of study are required and the students must rank in the upper 35 percent of their class.
- Psi Chi promotes excellence in scholarship and advancing the science of psychology.
- Sigma Beta Delta is an honor society for students in business, management, and administration serving institutions which offer baccalaureate and graduate degrees in business, management, and administration where the institution holds accreditation from one of the six regional accrediting bodies but not specialized accreditation in business. A member must be in the top 10% of the junior class or the top 20% of the senior class in the School of Business.
- Sigma Delta Phi the National Collegiate Hispanic Honor Society (La Sociedad Nacional Honoraria Hispánica), was established on November 14, 1919, at the University of California in Berkeley.
- Sigma Tau Delta. Gamma Chi, local chapter of Sigma Tau Delta, the only national English honor society, was formed in 1987. It recognizes outstanding English students who are in the top 35 percent of their class.
- Theta Alpha Kappa serves the needs of those involved in the study of religion and/or theology at both the baccalaureate and post-baccalaureate levels of higher education.
- Who's Who Among Students in American Universities and Colleges. One of he most prestigious awards the academic community can bestow is selection for Who's Who. Students selected are evaluated with respect to scholarship ability, participation, and leadership in academic and extracurricular activities, citizenship, service to Campbell University, and their potential for future achievement. Only seniors and graduate students are eligible.

Standards and Expectations

Ethics and Discipline, Code of Ethics

Christian higher education has always been a major concern and integral part of Baptist life in North Carolina. Consequently, over the years, Christian universities and the church have stood as partners. Campbell University plays an important role in the mission of the church and the mission of the Kingdom of God on earth.

Campbell University is Christian but not sectarian. Each year, many religious denominations and faiths are represented on the campus. However, it is expected that all those who attend the University will be sympathetic to its stated purposes.

As a Christian university, Campbell is committed to teaching students to think with Christian values as their basic guidelines. Accordingly, it is incumbent upon the University to provide its students with a code of honorable behavior that in its observance makes more nearly possible an environment whereby the student can grow spiritually, morally, and intellectually.

To perpetuate these Christian ideals and principles, it is the responsibility of each student to maintain a high standard of personal behavior. Thus, a student who matriculates at Campbell University should demonstrate a willingness to abide by the following code while a member of the student body.

The Code of Ethics of Campbell University arises directly out of the institution's Mission Statement.

The basic principles which guide the development of Christian character and govern Christian behavior are to be found in the Scriptures. Moral law is the gift of God and is fully revealed in the teachings of Jesus Christ.

The student, by virtue of his enrollment, agrees to abide by the rules and moral precepts which govern the University community. Because of the University's commitment to the Lordship of Christ over every area of life, wholehearted obedience to moral law as set forth in the Old and New Testaments and exemplified in the life of Christ applies to every member of the University community, regardless of position.

While the Bible does not provide a specific teaching regarding all social practices, its emphasis on general principles is unmistakable, particularly in circumstances where lack of self-restraint would be harmful or offensive to others.

Out of these general principles come certain concrete expectations which should be viewed not negatively but as practical guidelines for conduct and for a productive way of life:

- To uphold at all times and in all places, both on- and off-campus, the University's Mission Statement.
- To protect the property rights of others from theft, damage, or misuse.
- To adhere to all college policies and regulations, including the rules governing the use of facilities, housing on and off the campus, and campus organizations.
- To obey, respect, and uphold the law of the land.
- To refrain from the possession, use, or distribution of alcoholic beverages and drugs.
- To maintain a standard of dress which insures neatness, cleanliness, and appropriateness of attire.
- To exhibit good taste, decency, and restraint at all times, refraining from disorderly conduct and indecent, profane, or obscene expression.
- To be honest in all behavior, never cheating, plagiarizing, or knowingly giving false information.
- To abstain from any sexual relations outside the bonds of marriage.
- To exemplify principles of honor, integrity, and morality, and to help others fulfill their obligations under this code.

Student Handbook

The Student Handbook is published each year by the student personnel staff. Student activities, campus services, academic regulations and policies, and regulations governing student life at Campbell University are stated in the Student Handbook.

Every student is expected to become thoroughly acquainted with the Student Handbook. Students are responsible for complying with the policies and regulations presented in the annual edition of the Student Handbook.

Student Health Services

The Pearson Memorial Student Health Service provides care for the Campbell University student body.

Hours

Monday - Thursday: 8 am – 4 pm; Friday: 8 am – 12 noon
Appointments are scheduled with the Physician Assistant after assessment by the nursing staff. For further information you may call (910) 893-1560 or extension 1560.

Grades and Quality Points

The grading scales with the assigned quality points are as follows:

Grade	Quality of Work	4-Point Scale
A	Superior/Excellent	4
B	Above Average	3
C	Average	2
D	Below Average	1
F	Failure/Non-mastery of material	0
FX	Failure due to Honor Violation	0
I	Incomplete	0
IC	Incomplete Continued	0
WF	Failing at time of withdrawal	0
WP	Passing at time of withdrawal	0
AU	Audit	0
P	Passing (Graduate only)	Hours Only

Grades of "A, B, C, D, F, FX, I, and WF" are included in semester hours attempted and will affect the grade point average. Grades of "IC, WP, AU, and P" will not affect the grade point average.

The cumulative grade point average (GPA) is determined by dividing the total quality points earned by the total number of semester hours attempted.

A grade of "I" (Incomplete) must be removed by the completion of the work within 30 days after the opening of the next semester; otherwise, it will be recorded as an "F". A grade of "IC" must be removed by the completion of the work within 120 days; otherwise, it will be recorded as an "F". A student may appeal a grade within a period of one academic year from the semester in which the grade was assigned. No changes to the transcript will be made after a twelve-month period unless a professor acknowledges in writing that an error in grade reporting has occurred.

The Grade of "FX"

In some situations involving academic dishonesty a faculty member may choose to assign a grade of "FX." The "F" indicates failure of the course; the "X" indicates the reason for that failure (i.e., academic dishonesty). The "X" will remain on the student's record until he or she graduates or transfers to another college or university. The "F" may be replaced if the student retakes the course. If the student believes that the "FX" grade is not justified, he or she may choose to appeal the "X" portion of the grade to the Executive Student Conduct Committee. The Committee will hear both the appeal of the student and the decision made by the faculty member and then decide to either affirm the "X" which will remain on the record or affirm the appeal and then direct the registrar to remove it from the student's record. The Executive Appeal Committee is the final appellate body on issues involving academic dishonesty.

A faculty member assigning a grade of "FX" shall notify the student and explain why the "FX" was assigned. The faculty member shall also notify the Dean of Students. The Office of Student Life will then notify the student in writing of the procedures for appeal. The student must notify the Office of

Student Life in writing his or her desire to appeal within three (3) days of receiving notification from the office.

Should a student commit a second act of academic dishonesty, the normal course of action will be to suspend him or her for at least the remainder of the current semester and the following semester.

Repeat Courses

For repeat courses, the last attempt only will affect the final grade point average. Previous hours attempted, previous hours passed, and previous quality points will not be considered, although they will remain on the permanent record. All grades from all attempts are recorded and remain on the transcript permanently. Alternative course credit (e.g. CLEP and DSST) will not replace a grade. Additionally, a grade of "WP" or "AU" will not replace a grade.

The Eight-Year Academic Forgiveness Policy

Campbell University has an academic forgiveness policy for which eligible candidates may apply. To be eligible a candidate's course credits must be at least eight years old. Under the terms of the policy, credit will be awarded (hours only) for courses for which the candidate earned a grade of "C" or better. Students will not be required to repeat courses for which they have earned a "D"; however, no credit hours toward graduation will be allowed for "D" grades. Under the terms of the eight-year forgiveness policy, failing grades will not be charged against a student's grade point average.

Minimum Academic Standards for Satisfactory Progress

To be eligible for continued enrollment, students must have met the following cumulative grade point average on all college-level work attempted:

1. Students who have attempted fewer than 48 semester hours must have a quality-point ratio of 1.400.
2. Students who have attempted 48 but fewer than 78 semester hours must have a quality-point ratio of 1.600.
3. Students who have attempted 78 but fewer than 110 semester hours must have a quality-point ratio of 1.800.
4. Students who have attempted 110 but fewer than 130 semester hours must have a quality-point ratio of 1.900.
5. Students who have attempted 130 or more semester hours must have a quality-point ratio of 2.000.

Students not meeting the minimum academic standards will be advised to attend summer school at Campbell to improve their grade point average.

N.B. I: Students of junior standing or less (64 semester hours or less) whose GPA falls below a 1.800 will be allowed to register for a maximum of 13.5 semester hours.

Academic Warning

An academic review convenes in May of each year to review the academic progress of undergraduate students. An "Academic Warning" is issued to any student whose composite grade point average is less than 2.000. A student who fails to show progress toward graduation may receive more than one "Academic Warning" until such time as the quality point deficit is reduced in its entirety. However, a student who has not made satisfactory progress during any grading period may be suspended without further "Academic Warnings."

Students who incur quality point deficits of 40 or more are normally declared "academically ineligible" for a minimum of one semester. Students who have been ruled ineligible for readmission may appeal to their respective dean.

To receive financial aid under Federal Title IV Programs, a student must be making "satisfactory progress" toward graduation as defined herein. In addition, all full-time students must pass an average of 9 hours each semester during the first two years and an average of 11 hours during the remainder of the undergraduate study.

Academic Appeals

Academic appeals are handled within the appropriate college or school. Any grievance of a student relating to an academic matter shall first be discussed with the appropriate faculty member. Every effort should be made to resolve the matter at this level. If the grievance cannot be resolved with the faculty member, the student shall discuss the matter with the appropriate department chair. If the grievance cannot be resolved with the department chair, the student shall discuss the matter with the appropriate dean. The decision of the dean in academic matters is final.

Academic Honors

Dean's List

The requirements for the Dean's List are as follows:

1. A minimum class load of 12 semester hours.
2. An average of 3.50 or better on work completed during a semester.
3. No grade below a "C".
4. No more than one "C" grade.
5. No incomplete grades.
6. Satisfactory social standing.

President's List

The requirements for the President's List are as follows:

1. A minimum class load of 12 semester hour.
2. Earn a GPA of 3.900 or better on work completed during a semester.
3. No grade below a "B".
4. No more than one "B" grade.
5. No incomplete grades.
6. Satisfactory social standing.

Note: The honor lists are prepared at the end of the fall and spring semesters each academic year. In order to be eligible, a student must meet the requirements at the time the lists are prepared.

Eligibility Regulations for Student-Athletes

Freshman Eligibility

A student-athlete who enrolls as an entering freshman with no previous full-time college attendance must meet the following academic requirements to qualify for competition, practice, and financial aid during the first academic year in residence. For students entering any college or university on or after August 1, 2008, initial eligibility will be evaluated based on the following academic requirements:

1. Present a minimum SAT/ACT score as specified in the NCAA Initial Eligibility Index below. The required SAT/ACT score must be achieved under national testing conditions on a national testing date.
2. Present a minimum cumulative grade point average as specified in the NCAA Initial Eligibility Index in a successfully completed core curriculum of at least 16 academic core courses, including the following:

- 4 years of English
- 3 years of Mathematics (Algebra 1 or higher)
- 2 years of natural/physical science (1 year of lab if offered by the high school)
- 1 year of additional English, mathematics or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above, foreign language or non-doctrinal religion/ philosophy)

16 Total Core Courses

NCAA Initial Eligibility Index (to be used with 16 core-courses)

Core GPA	SAT	ACT
3.55 & Above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50

Core GPA	SAT	ACT
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

In order to participate in intercollegiate athletics, all incoming freshman student-athletes, including walk-on student-athletes, must receive their final certification of initial eligibility through the NCAA Eligibility Center.

Continuing Eligibility

To be eligible to represent an institution in intercollegiate athletics following the completion of one year of competition or residence, a student-athlete must maintain satisfactory progress toward a baccalaureate degree as determined by the University. A student-athlete must also maintain NCAA progress towards degree requirements which include the following:

- 24 semester hours of academic credit before the student-athlete enters his or her second year of collegiate enrollment;
- 18 semester hours per academic year;
- 6 hours of academic credit per term;

GPA Requirements:

- 90% of the minimum cumulative GPA necessary for graduation by the start of the second year of enrollment (1.800);
- 95% of the minimum cumulative GPA necessary for graduation by the start of the third year of enrollment (1.900);
- 100% of the minimum cumulative GPA necessary for graduation by the start of the fourth year and thereafter (2.000);

Percentage of degree requirements:

- A student-athlete who is entering his or her third year of collegiate enrollment shall have completed successfully at least 40 percent of the course requirements in the student's specific degree program;
- A student-athlete who is entering his or her fourth year of collegiate enrollment shall have completed successfully at least 60 percent of the course requirements in the student's specific degree program;
- A student-athlete who is entering his or her fifth year of collegiate enrollment shall have completed successfully at least 80 percent of the course requirements in the student's specific degree program;
- For Student-athletes in five year degree programs, the percentage of course requirements are 33%, 50%, and 67% respectively (such as 3/2 program);

Transfer Eligibility

A student who transfers to Campbell University from any collegiate institution is required to complete on full year of residence before being able to compete in intercollegiate competition, unless the student satisfies applicable transfer requirements or receives an exception or waiver of NCAA transfer legislation. Information on transfer eligibility is available through the Department of Athletics.

Institutional Policies

Campbell University complies with all applicable NCAA eligibility legislation as defined by NCAA Bylaw 14. In addition to the minimum requirements for competition established by the NCAA and the Big South Conference, the following policies are in effect:

No student will be allowed to take part in any intercollegiate contest during a semester if he or she registered later than the fifteenth calendar day following the opening date of the semester.

No student who is taking less than twelve semester hours of scholastic work shall be permitted to represent the University in any contest or any public performance, unless during their last semester of enrollment and the student is taking classes sufficient to complete the degree.

No student will be allowed to represent the University in any contest or public performance who has a deficit at the beginning of the semester of more than forty quality points.

Anyone who has been placed on social probation will be considered ineligible for representation of the University in any contest or public performance.

The information above is a general summary of the eligibility rules for student-athletes. NCAA eligibility rules are complex and subject to review and change annually. For further information and current interpretations of NCAA legislation, please contact the Department of Athletics or visit Campbell University's athletics website at www.gocamels.com and click on "Compliance".

Admissions

Although the majority of the students attending Campbell are from the Southeastern United States, all fifty states and approximately fifty foreign countries are represented on campus at any given time.

Selection for admission involves several considerations including grades, course selection, class rank, test scores, extracurricular activities, and recommendations. Academic record or ability alone is not sufficient qualification for the admission of any applicant.

A student may obtain an application to Campbell University from many different sources:

- Counselor office at their high school
- On-line at www.campbell.edu
- On-line at www.cfnc.org
- By e-mail request to theorangeadvantage@campbell.edu
- By calling the Admissions Office toll free at 800-334-4111 x.1290 or 910-893-1290
- By fax request to 910-893-1288
- By writing and mailing a request to Campbell University, Post Office Box 546, Buies Creek, NC 27506

Note – Candidates for admission to a Campbell University extended campus program should contact the location they wish to attend. Go to the following web site: http://www.campbellextendedcampuseducation.com

Steps for Beginning the College Admissions Process:

1. Study the catalog by viewing our website www.campbell.edu.
2. Ask the Admissions Office to answer any questions concerning Campbell University or its programs.
3. Visit us, preferably with a parent/guardian, to tour the campus and discuss your expected major.
4. Obtain the necessary forms from the Admissions Office.
5. Complete the entire application carefully and attach a recent photograph. Enclose the $35.00 processing fee and mail the application to the Admissions Office.
6. With the assistance of your school counselor, make the necessary arrangements to take the SAT and/or ACT. It is important to ensure the Admissions Office receives all your available test scores. Request your scores and transcript (showing completion of 11th grade) be sent to the Admissions Office, Campbell University, Post Office Box 546, Buies Creek, North Carolina 27506. (Campbell's code for the SAT is 5100 and 3076 for the ACT).
7. Once accepted, request your personal physician to complete the Immunization and Medical History Form included in the acceptance packet. North Carolina requires documentation of immunizations within 30 days of a student's first registration. Failure to comply will result in withdrawal from the University. This form should be returned to the Campbell University Pearson Memorial Student Health Services Office.
8. Return the enrollment deposit, enrollment card, and housing contract to the Admissions Office, Campbell University, Post Office Box 546, Buies Creek, North Carolina 27506.
9. Upon graduation from high school, have your counselor send a **final** transcript confirming completion of all the required courses and that a diploma was earned.

Prospective Transfers and Second Bachelor's Degree Candidates

1. Follow Steps 1, 2, 3, 4, 5, 7 and 8. In addition to the above, the University requires an official high school transcript showing graduation and any available standardized test scores (SAT or ACT).
2. Request the Registrar of the college at which you are now in attendance (or if not in school, the Registrar of the last school attended) to mail a complete transcript to the Admissions Office at Campbell University.
3. If you've attended more than one college since high school, the Registrar of each institution should mail to the Campbell University Admissions Office a transcript of all work attempted at that institution. Failure to have the appropriate academic records sent to Campbell may result in a delay of the application process or denial.

Admission Requirements

Full admission to freshman-level study requires the following:

1. Either a high school record showing graduation from an accredited secondary school with thirteen credits as follows:

English	4 credits
College Preparatory Mathematics (Including 2 of Algebra and 1 of Geometry)	3 credits (4 recommended)
Foreign Language	2 credits
Social Sciences (One must be in United States history)	2 credits
Natural Sciences (One must be a laboratory science)	2 credits

Or successful completion of the General Educational Development (GED) Program. Unusual circumstances with respect to ability, maturity and motivation may be considered. Only a limited number of GED applicants will be considered. Documentation will be required to confirm successful completion of the GED Program.

2. The Admissions Committee considers students on the "whole person" concept. The entire academic record is reviewed and evaluated for placement. Grade Point Average (GPA), course selection, class rank and standardized test scores (SAT/ACT) are all considered. Students with less than the acceptable threshold may be considered for provisional admission.

   Students submitting SAT/ACT scores must submit the writing component. The information will be used for acceptance evaluation.

3. Students with a total SAT (Math, Verbal and Writing) score of 1425 will be eligible for full admission if they also have a respectable high school GPA.

4. Campbell notifies students of an acceptance decision within two weeks of all the required documents completing an admissions file. Admissions acceptances may take different routes (see definitions).

Definitions

Official Enrollment: A student is officially enrolled by (1) acceptance and notification from the Office of Admissions Office, (2) making satisfactory financial arrangements with the Business Office, and (3) registration at the appropriate time. The University reserves the right to reject any application without explanation.

The University reserves the right to rescind the admission of anyone if between the times of their letter of acceptance and the start of classes:

1. There is a change in the condition or status of any information provided by the applicant and would have been basis for denial of admission if known at the time of application;
2. Any information provided by an applicant proves to be untrue at the time of its submission on the application.

Full Admission: Admitted as a freshman, transfer or special student with no conditions.

Provisional Admission: In certain instances the Admissions Committee may exercise its reasonable discretion in offering provisional admission to students whose file does not meet the criteria normally expected for admission (e.g., lack of SAT/ACT scores). In such cases, the Admissions Committee may normally require removal of one or more conditions prior to enrolling or to commencing a second semester's work.

Examples include, but are not limited to, the following: (1) take further pre-college or college work during the summer or semester prior to the beginning of freshman year; (2) be evaluated for placement in English, Mathematics, or Foreign Language; (3) demonstrate proficiency in or mastery of specified subject matter; (4) complete the official documentation in the applicant file.

Academic Support Services: A program of special academic assistance is required for students with composite SAT scores less than 1425, students with demonstrated weaknesses in English and/or Mathematics and all students whose high school records warrant special concern and attention.

The components of this program include a limit of 13.5 semester hours during the first semester of enrollment, an assignment to specific English and Mathematics courses, and/or a required and pre-set grade point average (GPA) at the conclusion of a specified period of enrollment.

Denial: Campbell University reserves the right to deny an applicant at any time for any reason. Students who are denied may appeal the decision to the Assistant Vice President for Admissions, Post Office Box 546, Buies Creek, NC 27506. The Assistant Vice President for Admissions will be the final authority.

Advanced Enrollment Deposit for All New Students

Campbell University requires all new students to deposit $100.00 within two weeks of their acceptance notification. This deposit (1) secures their space in the classroom and (2) serves as a security deposit on their residence hall occupancy.

A student may request an extension on the deposit until May 1st of the year the student plans to enroll. This allows the student to defer payment of the deposit until said date without penalty. The request for an extension must be submitted in writing to the Admissions office for approval.

This deposit is refundable with a written request made prior to July 1st for students enrolling for the fall semester and by December 1st for students enrolling for the spring semester. The deposit is not a fee; it will be credited toward the student's tuition charges on their business office account.

Credit Earned by High School Students
High school students may take courses for credit at Campbell University, with approval of the Assistant Vice President for Admissions, or other accredited colleges/community colleges provided such work is approved under the applicable state and federal laws in place at the time of application for enrollment. Credit for courses successfully completed will be granted after the student graduates from high school and enrolls at Campbell University.

For specific information on International Baccalaureate (IB), Advanced Placement (AP), DANTES/CLEP and Excelsior College Examinations, please see the Registrar's section for details.

Special Situations

Mid-Year Enrollments for High School Students
Seniors in high school completing their diploma requirements mid-year may enroll at Campbell University for the spring semester provided the student presents the appropriate documentation and completes interviews with the Admissions Office. An example of appropriate documentation includes, but is not limited to, a statement from the student's high school counselor indicating the student has met all the requirements for graduation but the diploma will be presented during the graduation exercises at a future date.

Break in Enrollment
Students who find themselves in a position to withdraw from the university after the start of the semester will be required to apply for re-admission to return to Campbell University. If a student has attended any other college or university during their absence, the official transcript must be submitted prior to an acceptance decision being made. Students leaving Campbell University with less than a 2.0 cumulative grade point average (GPA) will have these courses held in "escrow" until the time their GPA reaches the required 2.0 minimum.

Admission of Veterans, Military, and Other Eligible Persons
This institution is approved under the provisions of Title 38 and Title 10, United States Code for enrollment of veterans, military, and other eligible persons for programs approved by the North Carolina State Approving Agency. All interested personnel should consult with the certifying official at 1-800-334-4111, extension 1294, or look at the VA page on the web site at www.campbell.edu. If interested in an extended campus site, call the VA certifying official at that campus.

Campbell University is a member of Service Members Opportunity Colleges (SOC), a consortium of approximately 1,800 institutions pledged to be reasonable in working with service members and veterans trying to earn degrees while pursuing demanding, transient careers. As a SOC member, Campbell is committed to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and work experiences. SOC is sponsored by fifteen national higher education associations with the military services, the National Guard Bureau, and the Office of the Secretary of Defense serving as cooperating agencies.

Participating institutions within the SOC program may agree to guarantee transferability of courses according to pre-approved tables developed within specific SOC Degree Program Networks. A network

consists of one or more specified curriculum areas leading to academic degrees offered by participating colleges and universities at their home campuses and a variety of military installations throughout the world. Campbell University is a participating member in the following networks: SOCAD (Army) 2 Year and 4 year; SOCMAR (Marine Corps) 2 year and 4 year; SOCNAV (Navy) 2 year and 4 year; SOCGUARD (National Guard) 2 year and 4 year. The significance of this participation is that designated courses are pre-approved and guaranteed to be accepted in transfer by other institutions participating in the network. As recommended by the SOC program, Campbell University extends these guarantees to adult family members of military personnel attending classes at our extended campus sites.

The University will evaluate military records for college credit, without charge, to determine the amount of credit earned for nontraditional schooling, and military experience and training, if the student applies for admission and is accepted as a degree-seeking student at the University.

For additional information, contact the Veteran's Affairs Office, Campbell University, Post Office Box 546, Buies Creek, North Carolina 27506.

Summer School Students from Other Institutions

Students from another institution enrolling at Campbell University for the summer program should secure a statement certifying approval of such plans and listing approved courses from the proper official at the school to which the credit will be transferred.

Admission Requirements for International Students

- Completed application (paper or electronic) www.campbell.edu/admissions/apply.
- TOEFL score of 173 (computer) or a sufficient score on the SAT is required to demonstrate proficiency of the English language. ACT test scores are also accepted (SAT / TOEFL/ ACT).
- A complete set of original or certified academic records in English.
- A bank statement showing sufficient funding for one academic year.
- Completed Visa Clearance form (for transfer students only) Visa Clearance Form.

NOTE: If a student experiences a break in enrollment, he/she must re-apply for admission.

NOTE: Campbell University reserves the right to deny an applicant at any time for any reason. Students who have been denied may appeal the decision to the Assistant Vice President for Admissions, Post Office Box 546, Buies Creek, NC 27506. The Assistant Vice President for Admissions will be the final authority.

Once an acceptance packet is received, a student must complete the following actions:

- Pay a $1,000.00 refundable tuition deposit to secure a Form I-20. (Refundable up to one year with a written request).
- Submit necessary housing documents with the enrollment deposit.
- Submit completed Immunization and Medical History Form to Student Health Services.
- Pay the I-901 fee (USCIS).
- Meet with a Consular at the American Consulate/Embassy to secure a Visa.
- Once secured, notify the International Admissions Office of the anticipated arrival date.
- Once in the country and at Campbell University, students must report to the International Admissions Office within 48 hours of arrival.

Procedures for Enrolled International Students

While enrolled, students must:

- Obtain permission to take a class at any extended campus from the International Admissions Office (IAO).
- Carry a full-time load as defined by his/her specific program.
- Obtain approval from the International Admissions Office to withdraw from a class.
- Obtain approval [file forms with United States Citizenship and Immigration Services (USCIS)] for all off-campus employment at least one month prior to employment.
- Report to the International Admissions Office at the beginning of each semester within 48 hours of arrival to verify personal contact information and USCIS documents.
- Complete tax forms and submit them to the International Admissions Office.
- Pay taxes on scholarships covering room and board (anything above the cost of tuition).

Financial Information for Undergraduate Students

Financial Assistance

The primary purpose of the financial assistance program at Campbell is to provide assistance for those students who could not otherwise acquire a college education. Campbell provides an extensive financial assistance program for eligible students in the form of scholarships, grants-in-aid, loans, and part-time employment.

In 2010-2011, Campbell awarded some type of financial assistance to approximately eighty percent of its students.

Further information about financial assistance, including application forms, may be obtained by writing the Financial Aid Office, Campbell University, Box 36, Buies Creek, North Carolina 27506, or by calling the toll-free number 1-800-334-4111. Additional information may be obtained by visiting Campbell University's home page at http://www.campbell.edu.

Campbell accepts *The Free Application for Federal Student Aid (FAFSA),* and does not require any other financial aid application.

Need is calculated from income and asset information provided by student and parents on the FAFSA, as well as family size and number of family members in college. This confidential information is used to determine the amount of assistance offered to our students.

To be considered for financial assistance or scholarships, the student must

- Apply for admission to Campbell University. The Campbell University application begins the admissions process. Acceptance to Campbell University begins the financial aid process.
- File a Free Application for Federal Student Aid and request the results be sent to Campbell University, P.O. Box 36, Buies Creek, N.C. 27506. (Campbell University's Title IV School Code is 002913.)
- Be accepted for admission to Campbell University as a regular degree-seeking student and/or be making satisfactory academic progress.
- Transfer students must have an official evaluation by the Campbell University Registrar on file in the financial aid office prior to receiving an official offer of financial aid.
- A new Free Application for Federal Student Aid (FAFSA) must be completed each academic year. This should be done as soon as possible after January 1 each year.

Campbell University Financial Aid Office Satisfactory Academic Progress Policy (SAP) (Revised February 2009)

The Higher Education Act mandates institutions of higher education to establish minimum standards of "Satisfactory Academic Progress." Campbell University makes these standards applicable to all programs funded by the federal government, including but not limited to Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Perkins Loans, Federal Academic Competitiveness Grants, National SMART Grants, Federal Work-Study, Federal Stafford Loans, and Federal PLUS Loans and Veteran's benefits. These standards are also applicable to certain North Carolina aid programs, including but not limited to, the NC Student Incentive Grant, NC State Contractual Scholarship Fund, NC Loan Program for Health, Science, and Mathematics NC Education Lottery Scholarships; and certain university controlled scholarships based in part upon academic ability.

Programs administered by agencies other than Campbell University, such as private scholarships, or grants given by states other than North Carolina, may have their own academic standards for students. Students will need to contact such agencies to find out what those requirements are.

Campbell University Academic and Endowed scholarships have academic requirements that are higher than those in this policy.

Student-Athletes must satisfy the eligibility requirements established by Campbell University and by the NCAA to be eligible for athletically related financial aid.

General Satisfactory Academic Progress Principles

These principles apply to all of Campbell University's degree programs. Specific guidelines for each academic program are outlined after these general principles.

1. Federal Regulations require the university to establish SAP standards in the following areas: (1) Cumulative GPA; (2) Cumulative Hours Earned; and (3) Maximum Time Frame. In addition, a school's SAP policy must include the student's total academic history.
2. These general principles apply to all of Campbell University's degree programs. In addition to the general principles, students must meet specific guidelines for their individual academic program(s). Program specific requirements are detailed after the general principles.
3. Any student who is enrolled in more than one academic program must meet the guidelines for each of the programs in which they are enrolled.
4. SAP will be determined one time per academic year, specifically, at the end of each Spring semester. Students wishing to have their progress reevaluated at other times during the year must submit a written request to the financial aid office after they have received their grades for that period.
5. To earn hours at Campbell University, a student must receive a grade of A, B, C, or D. Any other grade does not earn hours.
6. Classes in which a student receives a grade of Withdrew Passing (WP) will not be counted as hours attempted nor hours earned, therefore, will not negatively impact a student's ability to satisfy SAP.
7. Classes in which a student receives a grade of Withdrew Failing (WF) will be counted as hours attempted but not hours earned, therefore, will negatively impact a student's ability to satisfy SAP.
8. Classes in which a student receives a grade of Incomplete (I or IC) count as hours attempted but not as hours earned, therefore, will negatively impact a student's ability to satisfy SAP.
9. When a student repeats a course, the total attempted hours will increase with each repeat, but the student will only earn hours for a completed course once. Therefore, repeating classes will negatively impact a student's ability to satisfy the 70% passage rate, but may significantly increase a student's cumulative GPA.
10. Included in attempted hours are all coursework attempted, including transfer credits, which consists of passed, repeated, incomplete, failed, and withdrew failing courses. Attempted hours do not include credits earned through Advanced Placement (AP), College Level Examination Program (CLEP), or other similar testing programs.

Failure to Meet Satisfactory Academic Progress
Students who fail to meet the Satisfactory Academic Progress standards will be placed on Financial Aid Probation (FAP) for a period up to one academic year. During the FAP period, a student will be eligible to receive financial aid. No student will be allowed more than two (2) semesters of FAP for the duration of any particular degree program at Campbell.

At the end of the FAP period, students who still do not meet the SAP standards will be placed on Financial Aid Cancellation (FAC). Students who are placed on FAC will be ineligible for financial aid and veteran's benefits.

Transfer students will be evaluated at the time of enrollment using the same SAP standards.
Students returning to Campbell University following a period of absence or FAC must meet Campbell's SAP policy in order to regain eligibility for financial aid.

Appeals
Students on Financial Aid Probation or Cancellation may make a written appeal to the Financial Aid Committee. The Financial Aid Committee is comprised of the Director and Assistant Directors of Financial Aid. If necessary, the Vice President for Enrollment Management may be included. Financial aid may be reinstated by the committee upon demonstration of mitigating circumstances, which must be documented in writing to the satisfaction of the committee. Examples of mitigating circumstances and appropriate documentation include, but are not necessarily limited to:

1. Serious Illness of student--statement from physician that illness interfered with student's ability to meet SAP along with written letter of appeal from student.
2. Serious Illness of immediate family member--statement from a physician along with written letter of appeal from student.
3. Death of an immediate/close family member--statement from a minister, nearest relative, or an unbiased concerned adult along with written letter of appeal from student.
4. Disruptive internal family problems--statement from parents, minister, or an unbiased concerned adult along with written letter of appeal from student.

Satisfactory Academic Progress for Undergraduate Students
Cumulative GPA
The cumulative number of credits attempted in the undergraduate schools of the university includes those credits attempted as of the last day to drop a course. Multiple attempts of the same course will be counted for each attempt for financial aid purposes.

Credits Attempted	Minimum Cumulative GPA
1 – 47.9	1.4
48 – 77.9	1.6
78 – 109.9	1.8
110 – 129.9	1.9
130 – 192	2.0

In addition, any student with a quality point deficit of 40 or more as calculated by the Registrar will be deemed academically ineligible, and therefore, will be placed directly on Financial Aid Cancellation without a probation period.

Cumulative Hours Earned
A student must pass (earn) at least 70% of their credits attempted (excluding non-credit courses and pass/fail courses).

Maximum Time Frame
To remain eligible for financial aid, undergraduate students must complete their degree requirements within 150% of the published length of their academic program. At Campbell University, students must complete the requirements for a bachelor's degree within a maximum number of credits attempted (including transfer credits) of 192. Students seeking the AA degree must complete the AA requirements within a maximum number of credits attempted (including transfer credits) of 96.

Satisfactory Academic Progress for Graduate/Professional/Pharmacy Students
To receive eligible financial aid under the Federal Title IV programs, a graduate/professional/pharmacy student must be making "Satisfactory Academic Progress" (SAP) toward graduation. SAP as defined at Campbell University is as follows:

Law School - Juris Doctor (JD)
Maintain a Numerical Cumulative Grade Point Average of 75
A student must achieve and maintain a Cumulative Grade Point Average of 75.

Cumulative Hours Earned
A student must pass (earn) at least 70% of their credits attempted (excluding non-credit courses and pass/fail courses).

Maximum Time Frame
JD students will be allowed a maximum of 135 attempted hours to complete their degree. This the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

Doctor of Pharmacy (PharmD)
Maintain a Cumulative Grade Point Average of 2.20 (B)
A student must achieve and maintain a Cumulative Grade Point Average of 2.20.

Cumulative Hours Earned
A student must pass (earn) at least 70% of their credits attempted (excluding non-credit courses and pass/fail courses).

Maximum Time Frame
PharmD students will be allowed a maximum of 214.5 attempted hours to complete their degree. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

Master of Science in Clinical Research (MSCR)
Maintain a Cumulative Grade Point Average of 3.0 (B)
A student must achieve and maintain a Cumulative Grade Point Average of 3.0.

Cumulative Hours Earned
A student must pass (earn) at least 70% of their credits attempted (excluding non-credit courses and pass/ fail courses).

Maximum Time Frame
MSCR students will be allowed a maximum of 60.5 attempted hours to complete their degree. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

Master of Science in Pharmaceutical Sciences (MSPS)
Maintain a Cumulative Grade Point Average of 3.0 (B)
A student must achieve and maintain a Cumulative Grade Point Average of 3.0.

Cumulative Hours Earned
A student must pass (earn) at least 70% of their credits attempted (excluding non-credit courses and pass/ fail courses).

Maximum Time Frame
MSPS students will be allowed a maximum of 49.5 attempted hours to complete their degree. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

Master of Business Administration (MBA)
Maintain a Cumulative Grade Point Average of 3.0 (B)
A student must achieve and maintain a Cumulative Grade Point Average of 3.0.

Cumulative Hours Earned
A student must pass (earn) at least 70% of their credits attempted (excluding non-credit courses and pass/ fail courses).

Maximum Time Frame
MBA students will be allowed a maximum of 54 attempted hours to complete their degree. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

Master of Trust and Wealth Management (MTWM)
Maintain a Cumulative Grade Point Average of 3.0 (B)
A student must achieve and maintain a Cumulative Grade Point Average of 3.0.

Cumulative Hours Earned
A student must pass (earn) at least 70% of their credits attempted (excluding non-credit courses and pass/ fail courses).

Maximum Time Frame
MTWM students will be allowed a maximum of 63 attempted hours to complete their degree. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

Master of Divinity (M.DIV.)

Maintain a Cumulative Grade Point Average of 2.0 (C)

A student must achieve and maintain a Cumulative Grade Point Average of 2.0.

Cumulative Hours Earned

A student must pass (earn) at least 70% of their credits attempted (excluding non-credit courses and pass/fail courses).

Maximum Time Frame

M.DIV. students will be allowed a maximum of 135 attempted hours to complete their degree. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

Master of Arts in Christian Education (M.A.C.E.)

Maintain a Cumulative Grade Point Average of 2.0 (C)

A student must achieve and maintain a Cumulative Grade Point Average of 2.0.

Cumulative Hours Earned

A student must pass (earn) at least 70% of their credits attempted (excluding non-credit courses and pass/fail courses).

Maximum Time Frame

M.A.C.E. students will be allowed a maximum of 90 attempted hours to complete their degree. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

Doctor of Ministry (D. Min.)

Maintain a Cumulative Grade Point Average of 3.0 (B)

A student must achieve and maintain a Cumulative Grade Point Average of 3.0.

Cumulative Hours Earned

A student must pass (earn) at least 70% of their credits attempted (excluding non-credit courses and pass/fail courses).

Maximum Time Frame

D.Min. students will be allowed a maximum of 48 attempted hours to complete their degree. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

Master of Education (MEd), I-Plus-Master's (I+M), Master of Arts Mental Health Counseling (MA), Master of Education School Counseling (MEd), Master of School Administration (MSA)

Maintain a Cumulative Grade Point Average of 3.0 (B)

A student must achieve and maintain a Cumulative Grade Point Average of 3.0.

Cumulative Hours Earned

A student must pass (earn) at least 70% of their credits attempted (excluding non-credit courses and pass/fail courses).

Maximum Time Frame
MEd Elementary Education students will be allowed a maximum of 51 attempted hours to complete their degree. I+M Elementary Education students will be allowed a maximum of 85.5 attempted hours to complete their degree.

MEd Middle Grades students will be allowed a maximum of 51 attempted hours to complete their degree. I+M Middle Grades students will be allowed a maximum of 85.5 attempted hours to complete their degree.

MEd Secondary Education students will be allowed a maximum of 51 attempted hours to complete their degree. I+M Secondary Education students will be allowed a maximum of 90 attempted hours to complete their degree.

MEd Physical Education students will be allowed a maximum of 51 attempted hours to complete their degree. I+M Physical Education students will be allowed a maximum of 93 attempted hours to complete their degree.

MEd Interdisciplinary Studies students will be allowed a maximum of 54 attempted hours to complete their degree.

MEd School Counseling students will be allowed a maximum of 73.5 attempted hours to complete their degree.

MA (mental health counseling) students will be allowed a maximum of 73.5 attempted hours to complete their degree.

MSA (school administration) students will be allowed a maximum of 67.5 attempted hours to complete their degree.

These are the maximum allowable time frames for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

Standards for North Carolina Residents

With the passage of the 2011 budget, the North Carolina Legislature is completely overhauling both the North Carolina Legislative Tuition Grant (NCLTG) and the North Carolina State Contractual Grant (NNSCF) programs. The final details of the program changes have not been released. The new rules will go into effect beginning with the 2012-2013 academic year. The updated requirements will be posted on the University's Financial Aid website at http://www.campbell.edu/admissions/financialaid/.

In addition, NC regulations prohibit awarding state funds to students who are pursuing an academic major whose intent is to train the student in a religious vocation. While religion majors are generally eligible for NC funds, students concentrating in Christian Ministry, Drama and Christian Ministry, Church Music or similar religious vocation majors are not eligible for state funds.

Refund/Repayment Policy

In the event of a student's complete withdrawal from the university for a particular enrollment period, refunds/repayments are calculated according to the Higher Education Act and its subsequent modifications. Campbell University will comply fully with federal regulations as required. This method will be used to determine refunds/repayments for Title IV aid as well as state and institutional aid. This includes students who do not follow the university's policy for official withdrawal.

The refund policy is listed in its entirety beginning on page 63 of this document.

Scholarships

Each year, Campbell University provides assistance to many of its students through various scholarships that are financed through institutional funds as well as privately funded sources. Since scholarship assistance often meets only a part of a student's financial need, we ask scholarship applicants to apply for other financial assistance programs administered by the University. A student must be enrolled in twelve or more undergraduate level semester hours on main campus to receive a scholarship.

Academic Scholarships

Campbell University has the following institutional scholarships available with the following criteria:

1. Presidential - 1800+ SAT (this includes Critical Reasoning, Math, and Writing) and a cumulative weighted high school GPA of 4.0 or better (Amounts range from $13,000 to $15,000 per year);
2. Presidential Transfer - superior academic performance on the college level, leadership potential, and demonstrated performance of GPA 3.5 - 4.0 (Amounts range from $11,500-$14,000 per year);
3. Scott-Ellis - 1500+ SAT (this includes Critical Reasoning, Math, and Writing) and a cumulative weighted high school GPA of 3.0 or better (Amounts range from $7,000 to $12,000 per year);
4. Scott-Ellis Transfer - superior academic performance on the college level and demonstrated performance of GPA 2.7 - 3.4 (Amounts range from $6,000 to $11,000 per year).

Institutional Scholarships

The following assistance is provided to Campbell University students attending the main campus location who are members of Baptist Churches that participate in the Cooperative Program of the NC Baptist State Convention. A student may be eligible to receive one of the following:

Full-time Baptist pastors receive the Pastor's Tuition Scholarship (tuition is defined as approximately half [1/2] of the total tuition charged at registration.)
or
Spouses or children classified as legal dependents of full-time Baptist pastors receive the Pastor's Dependent Scholarship of $1,000.00 per academic year.
or
Challenger or Acteen Scholarships as notified by the NC Baptist State Convention. Amount of scholarship assistance will vary with the level of service attained in each organization. Range of scholarship will be $200.00 - $550.00.
or
Students majoring in Religion or Music and meeting the criteria established by department heads will receive $500.00 per semester. However, this scholarship will be superseded should the student be recommended to receive a merit scholarship by the university scholarship committee.
or
Students minoring in Religion or Music (average a minimum of one course in this minor area per semester) and meeting criteria as established by the department heads - $250.00 per semester. However, the scholarship will be superseded should the student be recommended to receive a merit scholarship by the university scholarship committee.

Endowed Scholarships

Campbell University is grateful for the financial assistance made available to students each year through our Endowed Scholarship Program. Through the generosity of the University's many supporters endowed scholarships are established to help Campbell students receive a Christian education.

The number and amount of endowed scholarships awarded each year is contingent upon the number of returning recipients and the earnings available from the invested principals.

Endowments are coded into two categories; general and departmental. A general undergraduate endowment is not program major specific. Departmental endowments are established to assist a student in a specific program of study. A student must be approved in the program of study as a "major" for consideration of award of a departmental endowment.

Freshmen and 1st term transfer students are considered for award of an undergraduate general endowment after they are matriculated, main campus, and full-time students for the Fall/Spring semester. University Policy is Academic Merit Scholarships (Presidential Scholarships, Scott-Ellis Scholarships, and/or Campbell Grants) will be comprised in part or in total from institutional, endowed, or other sources of gift aid available to the University.

The minimum requirements to be considered for award of an endowed scholarship are:

- Must be a matriculated main campus full-time student for the Fall/Spring semester
- Must meet donor eligibility requirements (i.e. demonstrated financial need, residency, church membership, academic performance)

In addition good conduct, good citizenship, community service, and other such similar criteria are considered in the selection of scholarship recipients.

Students must maintain a Campbell University cumulative grade point average of 2.3 or higher after the completion of the first semester and each subsequent semester. Students' academic standing will be reviewed at the end of each semester.

Departmental endowments are established to assist students in a specific program of study. The student must be approved in the program of study as a "major" for consideration of award of a departmental endowment. Instructions for applying for a departmental endowment are posted on the Campbell University website at http://www.campbell.edu/admissions/financialaid/endowed-scholarship-program/.

The website also has a series of program mini-guides which will allow students to search for departmental endowments.

All undergraduate endowed scholarship recipients are required to write a thank you letter to their donor. Scholarship awards are placed in pending status until the thank you letter is turned in to the Endowed Scholarship Program Office. After the initial award notification letter is mailed and two e-mail follow-ups are sent to the student's Campbell email account, the award is canceled if the thank you letter is not turned in.

Graduate students must apply for departmental endowments through their respective schools.

Endowed Scholarship Program Office

Location: Leslie Campbell Avenue (International Admissions Building)
Hours: Monday – Friday from 8:30AM – 5:00PM.
Phone: 1-800-334-4111 extension 1311 / 5776 or 910-893-1311/910-814-5776.
Fax: 910-814-4718

Federal Grants and Loans

Federal Pell Grant Program

As of this writing, students who have a sufficient financial need may be eligible for this grant up to a maximum of $5,550 annually. The Federal Pell Grant processor sends the student a Student Aid Report (SAR), which will state tentatively whether the student is eligible for the Federal Pell Grant.

Federal Supplemental Educational Opportunity Grants (SEOG)

A limited number of Federal Supplemental Educational Opportunity Grants are available to undergraduate students attending Campbell University. Funds for the grants are provided by the federal government. Grants under this program can be awarded to students who: (1) are nationals of the United States; (2) have been accepted for enrollment as half-time or better students; (3) show evidence of making satisfactory academic progress in terms of financial aid; (4) demonstrate an exceptional financial need, with priority awards being made to Federal Pell Grant recipients. Grants under this program may vary from $100 to $4,000 per year depending upon the federal budget allocation received and the number of eligible recipients.

Federal Academic Competitiveness Grant (ACG)

Academic Competitiveness Grants are awarded to first and second year students who meet the federal eligibility criteria. Eligible students must: (1) be US Citizens; (2) be eligible for the Federal Pell Grant; (3) be enrolled full-time as a regular degree-seeking student; (4) have completed high school after January 1, 2005; (5) have completed a "rigorous secondary course of study" as defined by the Secretary of the US Department of Education; (6) other qualifications for transfer students on credits and GPA; and (7) other criteria as set forth by the US Department of Education.

National Science and Mathematics Access to Retain Talent (SMART) Grant

National SMART Grants are awarded to third and fourth year students who meet the federal eligibility criteria. Eligible students must: (1) be US Citizens; (2) be eligible for the Federal Pell Grant; (3) be enrolled full-time as a regular degree-seeking student; (4) be enrolled in a major as designated and defined by the Secretary of the US Department of Education; (6) maintain a cumulative GPA of 3.0 or better; and (7) other criteria as set forth by the US Department of Education.

Federal Work-Study Program

The Federal Work-Study Program (FWS) enables those students who are eligible to have an opportunity to work and earn part of the money necessary to meet their educational expenses. It is an "hours worked, hours paid" type of program. The student approved for FWS is compensated on a monthly basis for the hours that he/she worked during the month. The FWS award is not deducted from a student's educational charges at the beginning of the semester. Students work in almost all areas of the campus - library, food services, physical plant, dormitories, academic departments, administrative offices, athletics, etc. Student workers are encouraged to arrange work schedules to allow adequate time for their studies. A student's FWS award depends on "necd" along with the amount of funds available for FWS.

Federal Perkins Loan Program

The Federal Perkins Loan Program is a program of borrowing based upon need, which enables a student to borrow an annual loan limit of up to $4,000 per academic year with an aggregate maximum of $20,000 for undergraduates. The amount received annually depends on individual need and funds available. These loans are non-interest bearing while a student is enrolled at least half-time or better.

Federal Subsidized and Unsubsidized Direct Stafford Loan Programs

A Federal Subsidized Direct Stafford Loan is a need-based loan guaranteed by the federal government. Students are not charged interest on this type of loan as long as they maintain at least half-time enrollment status, during grace periods, and during deferment periods.

A Federal Unsubsidized Stafford Loan is a non-need-based loan. Interest on the Unsubsidized Direct Stafford Loan begins to accrue at the time of disbursement. The student is responsible for the interest payment. Students have the option to (1) make payments on the interest while enrolled; or (2) have their interest accrue and be capitalized (added to the principal amount of the loan).

Under these Federal Direct Stafford Loan Programs a student classified as a freshman may borrow a maximum of $5,500; sophomore, $6,500; junior and senior, $7,500, per academic year with a total aggregate loan limit for dependent undergraduate studies of $31, 000. (The student may borrow both a Federal Subsidized Stafford Loan and a Federal Unsubsidized Stafford Loan not to exceed the academic year loan limit) Repayment of these loans begins six months after the student graduates, withdraws from school, or drops below half-time enrollment. Federal Direct Stafford Loans have a fixed interest rate. Graduate and professional students may borrow $20,500 per year with a total aggregate loan limit of $138,500 for combined undergraduate and graduate studies (exception is Doctor Of Pharmacy Students who may borrow $33,000 per academic year with a total loan limit of $224,000 for combined undergraduate and graduate studies). This amount is the combined maximum amount allowed for Subsidized and Unsubsidized. Subsidized Direct Stafford Loans may not exceed $8,500 per academic year. Loan origination and federal default fees of up to 1% may be deducted from loan proceeds by the lender.

Note: Current interest rate information can be found on the following website: studentaid.ed.gov

Federal Direct PLUS Loan Program

This is a loan program for parents of undergraduate students as well as students who are in graduate/ professional programs. The annual loan limit is the cost of education minus other aid awarded to the student. The interest rate is fixed. Loan origination and federal default fees of up to 4% may be deducted from the loan proceeds by the lender.

Veteran's Administration Requirements

In addition to all other institutional policies and regulations, students who receive education benefits from the Veteran's Administration must comply with the policies of the Veteran's Administration and the North Carolina State Approving Agency for the training and education of students receiving VA education benefits. These policies include the following requirements:

The student must be fully matriculated prior to certification to the Veteran's Administration as eligible to receive benefits.

- An undergraduate student will receive full-time benefits for 12 semester hours or more of coursework required for his/her degree, three-fourths time benefits for 9-11 semester hours, one-half time benefits for 6-8 semester hours, and reimbursement for tuition and fees for 1-5 semester hours of work. This schedule is applicable only to the standard semester generally used by the main campus. However, for students using the Post 9/11 GI Bill (Chapter 33), the housing allowance will be prorated by the student's rate of pursuit (rounded to the nearest tenth). For example, a student training at a rate of pursuit of 75% would receive 80% of the Housing Allowance.

- Summer school, adult evening programs, graduate programs, and undergraduate extended campus sites with different academic calendars will be computed on an individual basis.
- Only courses required to complete the program of education or remaining elective courses in the individual's curriculum may be counted in qualifying for VA education benefits.
- Depending on the circumstances, a student may repeat a course and receive VA education benefits for an "F" grade and "D" grade (see VA Official).

It is the individual student's responsibility to advise the Veteran's Affairs Office of the University at the beginning of each semester or term of the courses for which the student has registered. In addition, it is the student's responsibility to advise the Veteran's Affairs Office of any change in the student's status, such as dropping or adding courses or withdrawal from the school after a semester or term has started. When a student using the Post 9/11 GI Bill drops a class (or stops attending) after the enrollment certification is submitted to VA, the student is responsible for any overpayment owed back to VA.

If a student does not make "Satisfactory Progress" as defined in the University's Financial Aid or Admissions requirements in this Bulletin, the law requires that VA education benefits be terminated.

Army ROTC Scholarship and Funds

The Army ROTC Scholarship program is designed to offer financial assistance to outstanding young men and women motivated toward being an Army Officer. Some of these Army scholarships pay 100% of required tuition and provide an allowance each year toward books and supplies. In addition it provides a subsistence allowance each month for ten months of each scholarship year. Four, three and two-year scholarships are awarded on a competitive basis. The four-year scholarship is for incoming freshmen and is applied for July through November of their senior year in high school. Four-year applications may be obtained by visiting: www.goarmy.com/rotc.

Information concerning three and two-year scholarships may be obtained from the Department of Military Science at Campbell University, tel. 1-800-334-4111, ext. 1590 or 1587.

All Advanced Course ROTC students (Juniors and Seniors) without scholarships receive a monthly allowance during 10 months of each year.

Campbell University provides each ROTC scholarship recipient an additional scholarship (ROTC Presidential Scholarship) designed to cover the costs of on-campus room and board, however, the student's complete financial aid package will not exceed total cost of education. If the student becomes ineligible for any part of their Army ROTC scholarship for a particular period of enrollment, the student will also become ineligible for the ROTC Presidential Scholarship for that same period.

State Grants and Loans

North Carolina Legislative Tuition Grant (NCLTG)

All full-time degree seeking undergraduate students enrolled in twelve (12) or more hours who are legal North Carolina residents and have not previously received a baccalaureate degree are eligible to receive a grant (subject to funding levels by the State of North Carolina) each semester from the North Carolina Legislative Tuition Grant upon completion of the application and being notified by the Financial Aid Office. Students enrolled less than full-time, but at least half-time (6-11.9 hours) may be eligible for a lesser amount. These grants are made possible by appropriations from the North Carolina State Legislature.

Beginning with the 2006-2007 school year, students who are pursuing a first licensure in either Nursing or Teaching may qualify for a pro-rated amount of NCLTG. Students must have already earned their bachelor's degree, and must be pursuing their first licensure in either nursing or teaching. These students can be half-time to full-time and must meet all other eligibility requirements set forth by the state. (Campbell University does not offer nursing licensure as a program of study.)

North Carolina State Contractual Scholarships (SCSF)

These grants are available for residents of the State of North Carolina who have financial need. Eligibility is determined by the Financial Aid Office. These grants are made possible by appropriations from the North Carolina State Legislature.

North Carolina Student Incentive Grant (NCSIG)

The legislature of North Carolina has appropriated funds to establish grants to North Carolina residents who have significant financial need. The North Carolina funds match federal funds. To be considered for NCSIG, a student must apply through the FAFSA. Funding is limited, so students should complete their FAFSA early each year to be considered. Funding for this grant is based upon federal and state appropriations.

North Carolina Education Lottery Scholarship (NCELS)

The North Carolina Education Lottery Scholarship (ELS) was created by the 2005 General Assembly to provide financial assistance to needy North Carolina resident students attending eligible colleges and universities located within the state of North Carolina.

Vocational Rehabilitation

Students who are residents of North Carolina and have physical or emotional disabilities should contact the State Rehabilitation Commission for assistance.

Payment Plans as a Form of Assistance

Campbell University understands that cash flow or other problems make new and enlightened forms of payment a necessity. With this thought in mind, Campbell offers several techniques to assist families in paying for a Campbell education. Information about these payment options may be obtained from the Business Office.

Contact Information for Financial Aid from Other States

Contact information for financial aid for states other than North Carolina can be found on the Campbell University Financial Information web site at:
http://www.campbell.edu/content/46/fa-outside-nc.pdf.

Tuition and General Fees

Campbell University has consistently worked to keep the cost of an excellent college education as low as possible without sacrificing the quality of its academic program. The University reserves the right to change fees and charges with adequate notice. Please note the prices quoted are for the 2011-2012 school year. Current tuition and general fees can always be found at the Campbell University's home page at http://www.campbell.edu.

The cost for the 2011-2012 academic year at Campbell University, exclusive of books, is as follows:

Resident Students	**Fall Semester**	**Spring Semester**	**Total**
Tuition and Matriculation Fees	$11,450.00	$11,450.00	$22,900.00
General Fees	410.00	410.00	820.00
Meals[1]	2,150.00	2,150.00	4,300.00
Room-Standard Dorm[2]	2,000.00	2,000.00	4,000.00
	$16,010.00	$16,010.00	$32,020.00

Commuting Students:	**Fall Semester**	**Spring Semester**	**Total**
Tuition and Matriculation Fees	$11,450.00	$11,450.00	$22,900.00
General Fees	410.00	410.00	820.00
	$11,860.00	$11,860.00	$23,720.00

[1]The following meal plans are available for both commuting and boarding students: 19 Meals (includes $225 Campbell Bucks) $2,150.00; 15 Meals (includes $325 Campbell Bucks) $2,150.00; 14-Meals Block Plan (14 Meals per week cumulative and $225 Campbell Bucks) $2,150.00; 9-Meals Block Plan (9 Meals per week cumulative and $325 Campbell Bucks) $2,150.00. In addition, commuting students may choose the 5 Meals Plan (includes $475 Campbell Bucks) for $1,300.00. All prices are per semester, and rates are applicable for the 2011 – 2012 academic year.

[2]Residence Halls are priced as follows: Standard Dorms: Bryan, Day, Jones and Powell $1,900.00. Upgraded Dorms: Baldwin, Burkot, Hedgpeth, Kitchin, McCall, Murray, New Dorm, Sauls, Small, and Strickland $2,000.00, Bob Barker Suites (per room) $3,000.00; Bob Barker Apartments (per room) $3,100.00; Faculty Memorial (per room) $3,100.00; Stadium Apartments (per room) $3,100.00. All prices are per semester, and rates are applicable for the 2011-2012 academic year.

Optional Charges (All fees are applicable for the 2011 – 2012 academic year):

Private Room Fee

An additional $450 per semester is assessed for private rooms. To the limit of their availability, arrangements for rental of private rooms can be made through the Director of Residential Living.

Hospital Insurance

Hospital illness insurance is available to domestic students at a cost of $475 per year and $325 for students enrolling in spring semester only. Hospital illness insurance is available to international students at a cost of $725 per year and $425 for students enrolling in spring semester only.

Music Fees

- Regular Students
  One 30 minute lesson per week, 1 hour of credit or no credit $315
  Two 30 minute lessons per week, 2 hours of credit $580
- Special Students
  One 30 minute lesson per week, 1 hour of credit or no credit $315
  Two 30 minute lessons per week, 2 hours of credit $580
  One 30 minute lesson per week, no credit $430
- Rental of Musical Instruments $105

Advance Enrollment Deposit

All freshmen, transfer, and returning students are required to pay a $100 advance enrollment deposit. This fee is refundable prior to July 1 if the student requests it in writing to the Admissions Office. The Advance Enrollment Deposit is applied to the student account upon enrollment.

Processing/Application Fee

A processing/application fee of $35 is required with all original applications. This fee applied against the cost of evaluating applications is not refundable and does not apply to the student's account upon enrollment.

Other Fees:

- Undergraduate taking fewer than twelve (12) semester hours $410 per credit hour
- Undergraduate course load above 18.5 semester hours $410 per credit hour
- General Fees: Undergraduate taking fewer than nine (9) semester hours $45.56 per credit hour
- Parking Permit $150 per year and $90 for spring only-new students
- Transcript Fee (single copy) $5
- Golf Management Fee $675 per semester
- Student Teaching Fee $375

Terms of Payment:

Unless other arrangements are made with the Business Office, tuition and matriculation fees must be paid on or before registration.

With the approval of the Business Office, students may elect to a) pay half (50%) of their balance prior to registration and the balance by mid-term, or (b) contract with one of our approved payment plan partners, College Foundation of NC (www.cfnc.org) or Tuition Management Systems (www.afford.com). Students may also enroll in the CASHNet payment plan. CASHNet provides online services for the Business Office and is accessible through the students web access page.

The Office of Student Financial Aid is available to assist students with loans and other funding sources. Students applying for financial aid are encouraged to apply early to ensure the financial aid file is processed in a timely manner and approved prior to registration.

Refund/Repayment Policy

To withdraw officially from the University during a semester, a student is required to complete an official Withdrawal Form available in the Student Life Office (2nd Floor of the Wallace Student Center). The Withdrawal Form must be completed with proper signatures obtained, and turned into the Registrar's Office for placement in the student's permanent file. Failure to withdraw properly will result in a non-prorated reassessment of charges to the student account.

Upon completion of the Withdrawal Form, the Registrar's Office updates class registration as a withdrawal from the University denoting the "Withdrawal Effective Date" provided on the form. The Business Office verifies all classes have been updated accordingly and reassesses student tuition and fee charges. Housing and meal plan assignments are reviewed to ensure their correct reassessment.

A refund is prorated at 5% increments with no refund available after 60% of usage. Exceptions for students receiving medical withdrawals approved by the Vice President for Student Life are considered for refund at a percent of usage beyond 60%. Tuition and fees proration schedule is as follows:

Week	Prorated Charge	Percent of Usage
Week 1	No Charge	5%
Week 2	5%	10%
Week 3	10%	15%
Week 4	15%	20%
Week 5	20%	25%
Week 6	25%	30%
Week 7	30%	35%
Week 8 (midterm)	30%	35%
Week 9	35%	40%
Week 10	40%	45%
Week 11	45%	50%
Week 12	50%	55%
Week 13	55%	60%
Week 14	60%	65%

The Business Office is responsible for the reassessment of student account charges; however, it is the responsibility of the Financial Aid Office to ensure financial aid awards have been evaluated and reassessed accordingly. The Business Office reserves the right to hold refund of credit balances until the Financial Aid Office has evaluated and approved the release of funds awarded to students that withdraw from the University.

University Bookstore:
The University Bookstore is operated by Barnes and Noble. For the convenience of students, books may be ordered online or purchased at the main campus location. Students should budget $600 - $1,000 per semester to purchase or rent necessary books. Supplies are additional costs.

Summer School Expenses – 2011

Summer main campus undergraduate classes are offered in two 5 week sessions.

	5 Weeks		10 Weeks	
	3 Hours	6 Hours	6 Hours	12 Hours
Tuition @ $360 per semester hour	$1,080.00	$2,160.00	$2,160.00	$4,320.00
General Fees @ $45.56 per credit hour	136.68	273.36	273.36	546.72
Resident Meal Plan-estimated	600.00	600.00	1,200.00	1,200.00
Residence Hall-estimated	550.00	550.00	1,100.00	1,100.00
	$2,366.68	$3,583.36	$3,583.36	$7,166.72

All charges for summer school must be paid for each five-week term in advance or on the date of registration. **Please note** that summer school tuition is based on three hour courses at $360.00 per semester hour.

Intellectual Property Policy

Preamble

Campbell University is dedicated to teaching, research, and the dissemination of knowledge. Although the University does not undertake research or other work principally for financial gain or for the purpose of developing patents or commercial applications, it is the policy of the University to assure the appropriate utilization with regard to ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. The accompanying policy is to acknowledge and protect the intellectual property rights of faculty, staff, students, and the University while acknowledging the supportive and enabling role of the academic community. It sets forth the fair distribution of benefits arising from activities in which the University and its members are jointly engaged, including public recognition and, where appropriate, financial remuneration. The policy is intended to balance all interests in a fair, manageable, and productive way.

With regard to the policy, the University's aims include:

a) Making clear the University's values with regard to intellectual property;
b) Promoting the University's intention of encouraging research and scholarship in support of the teaching and learning of students;
c) Facilitating the dissemination of knowledge for the benefit of the University community and the larger society;
d) Providing incentives to creators in various forms, including professional development, recognition, and financial compensation;
e) Providing for the equitable disposition of interests in shared intellectual property among the author, creator, developer, and the University.
f) Safeguarding intellectual property so that it may receive adequate and appropriate legal protection against unauthorized use.

Definition

This policy covers all intellectual property conceived, written, or otherwise produced by faculty, staff, or students of Campbell University using University funds, facilities, or other resources. The University defines intellectual property as the tangible or intangible results of scholarship, research, development, teaching, or other intellectual activity. Intellectual property may include, but is not limited to, the following categories: copyrightable material, patentable material, trademarks, inventions, discoveries, written materials, media productions, computer programs, computer-based instructional materials, biological products, chemical products, and laboratory procedures.

General Terms

A) Intellectual property arising from research financed by the Government shall be controlled by the terms of the grant or contract. Where the University is permitted to retain intellectual property rights, the University may choose to do so.

B) Intellectual property arising from research or other work sponsored by nongovernmental entities shall be controlled by the terms of the sponsored agreement, if applicable. Where the University is permitted to retain intellectual property rights, the University may choose to do so.

C) Intellectual property arising from research or other work conducted by University employees or students on University time or with use of University funds or facilities shall be considered the property of the University. This stipulation is understood to encompass such items as inventions, patents, copyrights and trademarks which result from research or unintentional discovery by University employees or students as part of their employment or educational pursuit and by using the University's resources. Included under this stipulation are 'works made for hire,' that is works created 1) for institutional purposes in the course of the creator's employment or 2) as a contribution to a collective work, where there is a written agreement that it is made for hire. Any income received by the University as a result of licensing or otherwise commercializing shall be shared with the employee or student as provided by the further details of this policy.

D) While understanding its resources to have been involved in their production, the University claims no ownership rights to traditional products of scholarly activity, such as books, monographs, articles, reviews, works of art, musical compositions, course syllabi, exams, transparencies, study guides, workbooks, course packs, manuals, web pages, and other instructional materials developed by faculty members in the course of their usual pedagogical, scholarly, and service activities. Unless otherwise specified in a contract or other written agreement, all rights to such scholarly products are retained by the faculty member. This stipulation is also understood to encompass works produced by students, either individually or with the assistance of Campbell University faculty or staff, if they fall under the foregoing description.

E) Any use of the University's name, mark, seal, or trademarks in connection with the commercialization of any intellectual property shall be approved in advance by the University.

F) Intellectual property arising from research or other work conducted by University employees or students on their own time and without use of University funds or facilities shall be considered the sole property of the author or creator and may be commercialized at his or her own expense. The University will not consider the payment of salary as constituting use of University funds.

G) Any faculty, staff, or student engaged in consulting work, collaborative work or business either individually or by contract or agreement with a third party is responsible for ensuring that clauses in other agreements are not in conflict with this policy or with other related policies of the University; and that the University's rights and the author or creator's obligations to the University are in no way abrogated or limited by the terms of such agreements. Any faculty, staff, or student involved in such collaborative work shall incorporate this policy into any such contracts or agreements. Any third party agreement or contract in which the University is a party, regardless of whether it is on an individual basis or sponsored research, shall be approved by the Vice President for Business and Treasurer. No undergraduate, graduate, or professional school or department is authorized to enter into any contract.

Division of Income

The University defines net revenue as gross royalties and/or other receipts minus the costs incurred for items including, though not limited to, development of the product, patent application, patent enforcement, licensing, travel, mailing fees, and auditing fees. It understands gross royalties to be agreed-upon payments specified in a license or other commercialization agreement. The University reserves the right to suspend distribution of revenue when there is reason to believe that substantial deductible costs will be incurred in the future. Revenues derived from intellectual property covered by this policy shall be shared as follows:

50% to the author or creator, 25% to the author or creator's College or School, and 25% to the broader University. The College or School share shall be administered by the Dean in accord with a budget approved by the President and Executive Cabinet of the University. The author or creator's rights to share in revenue as stated above shall remain with the individual or pass to the individual's heirs and assigns for so long as net revenue is derived from the property.

Management

A) Intellectual property arising in due course and falling within the specific stipulations of this policy shall be disclosed jointly to the office of the Dean of the College or School, the office of the Vice-President for Academic Affairs and Provost, and the office of the Vice-President for Business and Finance within thirty (30) days of the discovery and prior to the submission of the same for publication or other public disclosure.

B) Disputes involving ownership, equity in, or administration of intellectual properties, including the interpretation of this policy, shall be submitted jointly to the appropriate Dean and the Vice-President for Business and Treasurer. After consideration, their written findings and recommendations shall be submitted to the Provost, who shall rule on the dispute. If the disputant is not satisfied with the ruling of the Provost, he/she may file a written appeal with the President of the University. After an appropriate period for the President's review, he shall set forth in writing his decision with explanation. The decision of the President is final and binding on all parties. It is understood that this intellectual property policy is subject to future modification and may be changed or discontinued at any time by action of the University executive administration and Board of Trustees. However, any such change or discontinuance shall not affect rights accrued prior to the date of such action.

Departments/Schools and Course Descriptions

College of Arts and Sciences

Dean: Dr. Mark L. Hammond

The undergraduate College is the custodian of the liberal arts core curriculum. This General College Curriculum (GCC) is the integrated, interdisciplinary education, which is the hallmark of the liberal arts. It is of medieval European origin; traditionally at the completion of the two-year post-secondary period, European colleges awarded the baccalaureate, which signified the recipient's entry into educated society; students then went to university for the study of the law, medicine, or theology. The tradition was imported to America, where the concept of "major" or specialized study was added as the traditional curriculum evolved away from its European roots. In colonial America, all elementary, middle, and secondary education was conducted under the auspices of the Christian church. In the nineteenth century, population growth and the process of secularization of society stimulated the initiation and rapid expansion of public education to insure the continuation of a literate culture, the fundamental basis of democratic government. At the beginning of the twentieth century, only twenty percent of college students were in land-grant colleges and public universities; the rest were in private, often church-related colleges and schools. By the end of the twentieth century, the proportions were reversed, with only twenty percent of college students in private and/or church-related schools. The College of Arts and Sciences of Campbell University is one of those remaining church-related schools.

The central thread in the history of the University is the development of the College and its curriculum. Founded in 1887 as an academy, the institution has experienced no interruption in the work of its faculty. Until 1925, it was Buie's Creek Academy; from then until 1963, it was a well-respected junior college. Beginning with the class of 1963, Campbell College became a four-year senior institution; then, with the graduation of the first class from the Norman Adrian Wiggins School of Law, Campbell became a university. Thus, the College of Arts and Sciences evolved as the successor undergraduate College within the larger body of the University. Its graduates span the globe, serving in a wide variety of fields and callings. The mission of the University is derived from that of the College; succinctly stated, it is to educate and encourage its students of all ages to think, live, and serve others in a forthright, Christian way. The success of this College as an exemplar of excellence in education in a Christian community in a secularized society is a credit to the vision of its founder, Rev. J. A. Campbell, and to the achievements of his successor presidents, Leslie Campbell, Norman A. Wiggins, and Jerry M. Wallace.

Majors, Minors, and Pre-Professional Programs
Each Campbell University student is required to declare a major by the beginning of the junior year, but has the option not to select a minor field of study. Pre-professional programs include pre-law, pre-pharmacy, pre-physician assistant, and pre-medical/dental. Class sizes vary from eighty in science lectures to twenty-four in science labs to thirty-five in humanities lectures to twenty-five in freshman English to less than fifteen in senior humanities seminars.

Faculty of the College
Along with its students, the College's greatest asset is its faculty. Some of the senior members have served the school for four decades; they impart not only academic knowledge, but also wisdom to their students and institutional memory to their colleagues. Over eighty percent of the faculty have the highest available degree in their teaching discipline.

The Norman Adrian Wiggins School of Law

Dean: Professor Melissa Essary

In the early 1970s, Campbell University's third president, Norman Adrian Wiggins, began discussing his vision of a small, private law school that would develop lawyers with moral conviction, compassion and competence, to create a more just society.

President Wiggins traveled throughout North Carolina, enthusiastically presenting his vision for a unique law school, raising the substantial funds required, and attracting outstanding lawyers and legal educators to the new endeavor.

His vision – supported by hard work, patience and outstanding leadership – became a reality when the charter class of 97 students inaugurated the Campbell University School of Law in August 1976. Ten years later, Campbell University's Board of Trustees renamed the law school, the Norman Adrian Wiggins School of Law, to honor his pioneering efforts and leadership.

A new era for the Norman Adrian Wiggins School of Law was launched on October 3, 2007, when the University Trustees voted unanimously to relocate the School of Law to Raleigh, North Carolina. In September of 2009, law school operations began in downtown Raleigh in a state-of-the-art facility located just steps from the legal heartbeat of North Carolina.

Campbell Law School is a highly demanding, purposely small, intensely personal community of faculty and students whose aim, guided by transcendent values, is to develop lawyers who possess moral conviction, social compassion, and professional competence and who view the practice of law as a calling to serve others and to create a more just society.

The Lundy-Fetterman School of Business

Dean: Dr. Ben Hawkins

In October 1982, the establishment of the Lundy-Fetterman School of Business was announced. The School was named for the late Burrows T. and Mabel L. Lundy, generous benefactors to the University and strong supporters of Free Enterprise, as well as for Lewis and Annabelle Fetterman, son-in-law and daughter of the late Mr. and Mrs. Lundy.

The Lundy-Fetterman School of Business is a community of scholars and professionals who are committed to developing students as responsible individuals through an emphasis on professional education, entrepreneurial attitudes, Christian values, and practical experiences. The mission of the School of Business, at both the undergraduate and graduate levels, is to engage students in a learning process that provides a comprehensive professional education, instills a passion for life-long learning, creates a commitment to service, and examines ethical behavior in the business environment. Graduates of the Lundy-Fetterman School of Business are prepared for careers in a rapidly changing business environment. They are aware of the significance of technology in business organizations, the value of a global perspective in planning, the need for an understanding of cultural diversity, and the process of continuous improvement in shaping business operations.

The Lundy-Fetterman School of Business strives to be recognized as a premier business school known for its free enterprise-based curriculum, distinctive academic programs, practical work experiences, and values-based entrepreneurial emphasis.

The actions and activities of the faculty and staff are based on a core of values held in the School of Business. Seven specific belief statements form the foundation for these core values.

1. The creation of a caring family-type environment is essential to the personalized style of education provided to students.
2. An entrepreneurial free enterprise focus is important to all aspects of the academic programs.
3. Programs of study on all campuses will provide for academic excellence.
4. Practical work experiences are an important part of a holistic educational process in the School of Business.
5. An understanding of Christian values provides a solid foundation for a life-long commitment to service in business or professional environments.
6. A strong liberal arts academic foundation is a critical component of a true professional education.
7. Faculty and staff should model a passion for learning, an understanding of the global environment, and the values of integrity, mutual respect, and accountability in personal and professional relationships.

Academic and Professional Programs
The Lundy-Fetterman School of Business offers programs that serve undergraduate and graduate students as well as executives. Internships are required in the PGA Golf Management, Healthcare Management, and Trust and Wealth Management programs. The evening graduate programs, Master of Business Administration and Master of Trust and Wealth Management, serve working professionals. Undergraduate and graduate programs are designed to provide flexibility which can accommodate working adults in their role as students. The School of Business also designs and delivers executive education programs in partnership with industries primarily in the trust area. The orientation of the faculty is teaching and service, supported and augmented by focused applied research.

The Lundy-Fetterman School of Business is housed in a 76,000 square foot state-of-the-art building. This two-story building features a 5,500-pound solid piece cupola (the tallest point on campus), ten tiered and conventional classrooms, an auditorium, student and faculty lounges, a library, an academic computer center, museum and exhibit hall, board room, faculty and administrative staff offices, conference rooms, interview facilities, student work/breakout rooms, and reception areas.

The Lundy-Fetterman School of Business offers undergraduate programs in the following areas of study:

Associate: General Business and General Economics

Baccalaureate: Accounting, Business Administration, Economics, Economics-Pre-Law, Healthcare Management, International Business, Marketing, PGA Golf Management, Trust and Wealth Management, and Trust and Wealth Management-Pre-Law.

Minors: Accounting, Business Administration, Economics, Financial Planning, Management, Marketing
Masters: Business Administration, Trust and Wealth Management

Master of Business Administration (M.B.A.)
The graduate program in Business began in the fall of 1978. The major objective of the program is to

develop the student's analytical skills, critical thinking, problem solving, and decision-making capabilities and to provide the basic knowledge needed for the solution of business problems. In order to earn the M.B.A. degree, the student must successfully complete a 36-hour program in Management, Economics, Finance, Marketing, Accounting, Management Science, and Legal Environment.

Joint Degree Programs
Qualified candidates may enroll in the M.B.A. program in combination with the Pharm.D., J.D., or the M.Div. degree programs offered through the School of Pharmacy, the Law School and the Divinity School at Campbell University.

3/2 Programs
Undergraduate students majoring in Accounting, Business Administration, Economics, International Business, PGA Golf Management, Trust and Wealth Management, and Trust and Wealth Management-Pre-Law may apply for admission to the Graduate Program in Business at the end of their junior year. Named the 3/2 Program, qualified candidates must satisfy all criteria for admission to the M.B.A. Program with the exception of a Bachelors degree and agree to pay the prevailing full-time undergraduate tuition and fees for five years. By adding the fifth year to their program of study, qualified candidates will be eligible to receive both B.B.A. and M.B.A. degrees simultaneously.

Master of Trust and Wealth Management (M.T.W.M.)
The Master of Trust and Wealth Management (M.T.W.M) was established in 2002 to enable graduate students to develop the technical, analytical, institutional, and communications skills that help them to succeed in the financial services industry. This one-year full-time program is oriented toward placing students into professional positions within bank trust departments, private trust companies, investment management and securities firms, and financial planning firms. The MTWM program is registered with the Certified Financial Planner Board of Standards, Inc. Graduates of the program are eligible to sit for the Certified Financial Planner examinations, a component of the requirements for the Certified Financial PlannerTM designation. [Certified Financial Planner TM is a certification mark owned by the Certified Financial Planner Board of Standards, Inc.]

School of Education

Dean: Dr. Karen Nery

The School of Education includes the undergraduate and graduate Professional Education Programs, the Department of Psychology, and the Department of Social Work. The School offers majors leading to the Bachelor of Science degree in the following areas: Birth to Kindergarten Education, Elementary Education, Middle Grades Education, Special Education, Educational Studies, and Psychology. The Social Work major leads to the Bachelor of Social Work degree.

In addition, the School of Education offers the professional education component for undergraduate teacher licensure in Biology, English, French, Mathematics, Music, Health and Physical Education, Social Studies, and Spanish. A minor in Psychology is available.

Purpose
The mission of the School of Education is to develop professionals in the fields of Education, Psychology, and Social Work for service, primarily but not exclusively, in rural settings. To accomplish this mission,

a carefully planned sequence of educational experiences that blends the theoretical, the professional, and the practical and that emphasizes the development of problem-solving skills is provided by each one of the three major program areas. Professional Education extends the scope of this goal by providing graduate programs at the master's level.

Accreditation
All the Professional Education programs are fully accredited by the North Carolina Department of Public Instruction and the National Council for Accreditation of Teacher Education; the last accreditation review took place in October of 2008. The Social Work program, accredited through the Council on Social Work Education, received its initial accreditation in February 1995, and the accreditation was re-affirmed in February 2007.

Graduate Programs in Education
Graduate programs in professional education have been offered since the summer of 1977. Programs leading to the Master of Education degree are currently offered in the following areas: Counselor Education, Elementary Education, Middle Grades Education, English Education, Interdisciplinary Studies, Mathematics Education, Health and Physical Education, and Social Studies Education. The Master of Arts degree in Mental Health Counseling and the Master of School Administration are also offered. Students with bachelor's degrees may also enter the "I-plus-Masters" program, which leads first to an initial licensure to teach, and later to the master's degree.

College of Pharmacy and Health Sciences

Vice President for Health Programs & Dean: Dr. Ronald W. Maddox

Doctor of Pharmacy (PharmD) Program
Founded in 1986, the Campbell University College of Pharmacy & Health Sciences offers the four-year doctoral program following completion of a minimum two-year (64-semester credit hours) pre-professional science curriculum. Its graduates receive the Doctor of Pharmacy (PharmD) degree, which is the entry-level for pharmacy practice. A pharmacy education provides numerous carecr pathways for new graduates. Graduates are prepared for careers in community pharmacy, hospital pharmacy, industrial pharmacy, consultant pharmacy, as well as teaching and other specialized practice areas.

Through its numerous clinical training sites, the College stresses the close inter-professional relationship that must exist between the pharmacist and other healthcare professionals. Within the surrounding eight-county areas of Campbell University there are 225 community pharmacies and 15 hospitals. The hospitals range in size from a 78-bed community hospital to the 1000+ bed Duke University Medical Center.

Students have the opportunity to train at practice sites throughout North Carolina and around the country. Completion of the PharmD degree requires successfully completing 143 semester credits (in addition to the 64 hours of pre-pharmacy coursework) as specified in the current College of Pharmacy & Health Sciences Bulletin.

The College of Pharmacy & Health Sciences' mission is to educate students in a Christian environment to be health care professionals who will who will meet existing and future health care needs and provide leadership to their profession and professional organizations.

Academic and Professional Programs
The College of Pharmacy & Health Sciences offers two undergraduate degree programs, Bachelor of Science in Pharmaceutical Science and Bachelors of Clinical Research; two graduate programs, Master of Science in Pharmaceutical Science and Masters of Science in Clinical Research; two professional programs, PharmD and MPAP and a non-degree undergraduate program, Pre-Pharmacy. In addition, three joint-degree programs which augment the Doctor of Pharmacy degree are available.

Pre-Pharmacy Program
The Pre-Pharmacy curriculum is designed to assist students toward the completion of the requirements for entry into all of the College's degree programs. During the pre-pharmacy years, each student will be assigned a College of Pharmacy & Health Sciences Faculty Adviser. The Faculty Adviser will provide the student with appropriate advice and guidance each semester in an effort to help the student achieve academic and career goals. In addition, a Pre-Pharmacy Coordinator is available full-time to provide guidance for all academic and service learning needs for Pre-Pharmacy students.

Baccalaureate Degrees:

Bachelor of Science in Pharmaceutical Sciences (BSPS) – The Pharmaceutical Science major prepares students for careers in the biomedical sciences with particular emphasis on pharmaceutical sciences. Graduates will be prepared to enter research and technical positions in the health science industries or to pursue graduate and/or postgraduate studies. The required semester-long internships provide invaluable experience for students and often lead to employment opportunities.

Bachelor of Science in Clinical Research (BSCR) –The Clinical Research major is ideally suited to prepare students for entry-level jobs in the clinical health sciences industry including pharmaceutical companies, biotechnology firms, medical device companies, contract research organizations (CRO),site management organizations, and academic medical centers. The required semester-long internships provide invaluable experience for students and often lead to employment opportunities.

Graduate Degrees:

Master of Science in Pharmaceutical Sciences (MSPS) – Graduates in the MSPS program are prepared for careers in the biomedical sciences with particular emphasis in pharmaceutical sciences. MSPS Graduates will be prepared to enter research and technical positions or to pursue postgraduate studies. The program includes four tracks of study: Industrial Pharmacy, Bioprocessing/Biotechnology, Pharmaceutical Analysis, and Pharmacology.

Master of Science in Clinical Research (MSCR) – The Master of Science in Clinical Research is well suited for several student populations, and classes are held in the evening to allow access for working professionals. It is our goal to prepare our graduates for leadership positions in their respective fields within clinical research.

Master of Physician Assistant Practice (MPAP) – Campbell University's Board of Trustees approved the addition of a master's program in Physician Assistant Practice at its October 17, 2008 meeting. The developing program submitted its application for provisional accreditation in October 2010, and was granted Provisional Accreditation at the March 2011 of the Accreditation Commission on Education for the Physician Assistant (ARC-PA). The charter class of 34 students is scheduled to begin in August 2011. The number of seats for first year students is expected to increase to 44 by 2013.

Privisional accreditation is an accreditation status. The granting of provisional accreditation indicates that the plans and resource allocation for the proposed program appear to demonstrate the program's ability to meet the ARC-PA Standards, if fully implemented as planned. Provisional Accreditation does not ensure any subsequent accreditation status. Provisional status is limited to no more than three years for any program.

The date for the next comprehensive review of the program by the ARC-PA will be scheduled to occur no earlier than four months after students have entered the clinical phase of the professional proram and no later than six months after graduation of the first class.

The program is 28 months in length with 13 months of classroom studies and 15 months of supervised clinical educational rotations. Students will receive didactic and clinical training in family medicine, emergency medicine, general surgery, internal medicine, pediatrics, obstetrics and gynecology, psychiatry, orthopaedics, and evidence-based medicine. Many area physicians and physician assistants (PA) will assist the faculty in teaching first year students clinical medicine. Numerous training sites have been identified for the clinical training phase of the program.

Physician Assistants are licensed health care providers who practice medicine and surgery under supervision of physicians. PAs can practice in primary care and any chosen medical specialty. They are approved to practice and have prescription rights in all 50 states. Please visit the American Academy of Physician Assistants web site (www.aapa.org) for more information on PA careers.

Professional Degrees:

Doctor of Pharmacy (PharmD) – The Doctor of Pharmacy program continues to garner regional and national recognition with each graduating class. Graduates are well prepared to enter various fields within the profession of pharmacy. Student-pharmacists benefit from the successful, yet rigorous, didactic and applied curriculum. More than one-fourth of the curriculum is practice-based. Introductory pharmacy practice experiences in community and hospital settings are conducted during the summer months between academic years. The 4th year of the curriculum is devoted to the advanced pharmacy practice experiences (APPEs). Students are required to complete nine APPEs in the following disciplines: advanced community, advanced hospital, ambulatory care, drug information, geriatrics, internal medicine (2 months) and electives (two). The 4th year APPEs are concentrated within five geographic regions across North Carolina and include numerous affiliated training sites ranging from large tertiary care hospitals, such as Duke University Medical Center and Wake Forest University Baptist Medical Center, to smaller regional and community hospitals, chain and independent community pharmacies, long-term care settings, pharmaceutical manufacturers and clinical research companies.

Joint-Degree Programs: Qualified PharmD candidates may have the option of participating in one of our three dual degree programs:

-PharmD/Master of Science in Clinical Research

-PharmD/Master of Science in Pharmaceutical Science

-PharmD/Master of Business Administration (offered in conjunction with the Lundy-Fetterman School of Business)

Divinity School

Dean: Dr. Andrew H. Wakefield

The Campbell University Divinity School officially opened as the sixth school of Campbell University in January 1996. Guided by its mission statement to provide theological education that is Christ-centered, Bible-based, and Ministry focused, the Divinity School includes both a graduate program and the undergraduate Department of Religion and Philosophy.

At the undergraduate level, the Divinity School maintains its strong liberal arts heritage by providing two required courses in the General College Curriculum and by offering two majors built upon the General College Curriculum. These undergraduate majors lead to a B.A. degree in Religion or a B.A. degree in Christian Ministry. Successful completion of either of the undergraduate majors in Religion with distinction can lead to advanced standing in the graduate program of the Divinity School.

At the graduate level, the Divinity School offers the Master of Divinity, the Master of Arts in Christian Education, and the Doctor of Ministry degrees. Two dual degrees are available as well, combining the Master of Divinity degree with a Master of Business Administration or with a Master of Arts in Mental Health Counseling. Certificate programs are offered in Preschool and Children's Ministries, Christian Women in Leadership and in Hispanic Church Leadership. Information describing these graduate theological degrees and certificate programs is available on the Divinity School website (http://divinity.campbell.edu) and in a separate bulletin.

Objectives of the Campbell University Divinity School:

A. To offer required courses in the General College Curriculum designed to acquaint students with the faith of the Bible as revealed in Jesus Christ and with the Judeo-Christian and Western philosophical heritage.

B. To offer a Bachelor of Arts degree with majors in religion and Christian ministries as pre-divinity school and/or pre-vocational preparation for those entering church-related vocations or otherwise interested in majoring in Religion.

C. To offer the Master of Divinity, Master of Arts in Christian Education, and Doctor of Ministry degrees for those students desiring to earn graduate theological degrees and to pursue careers in professional ministry.

D. To offer undergraduate academic minors in religion for those students who have more personal and academic interest in the above areas but have chosen other undergraduate majors.

Master of Divinity (M.Div.)
This degree program is for persons desiring a comprehensive and balanced theological education in the content and practice of local church and church-related ministry. The primary focus is on pastoral ministries, with additional concentrations available in Christian education, counseling/chaplaincy, missions and evangelism, church music and worship, urban and social ministries, historical and theological studies, and biblical studies. Persons desiring to prepare for other ministries, such as teaching or denominational work, should concentrate in the field most closely related to the area of interest and consult a faculty adviser for specialized elective courses. The Master of Divinity degree can be earned

in three years of full-time study. M.Div. graduates with distinction are able to apply for Ph.D. studies in other institutions.

Master of Arts in Christian Education (M.A.C.E.)
This degree program is for persons desiring basic theological and educational preparation for local church and church-related ministry. It provides required studies similar to the Master of Divinity, but limits vocational and specialized studies specifically to preparation for educational staff positions, lay or bi-vocational ministry, Bible teaching and Christian development ministries, or Christian social ministries. Persons desiring additional specialization and/or broader preparation for vocational ministry may switch to the Master of Divinity program at the beginning of any term. The Master of Arts in Christian Education degree can be earned in two years of full-time study.

Doctor of Ministry (D.Min.)
The Doctor of Ministry program is designed to prepare qualified candidates already trained and involved in ministry to render spiritual, ecclesiastical, and vocational Christian leadership at the highest level of competence in local churches and church-related ministries. The Doctor of Ministry degree can be earned in three years of full-time study.

Extended Campus Education

Associate Dean: Mr. Tom Harris

Campbell University offers undergraduate degree programs at four locations in eastern North Carolina. Over 1500 civilian and military adult students attend classes at these locations on either a full time or a part time basis. Evening, weekend and distance education classes are offered during five accelerated eight week terms each year. For information about degrees programs offered, class schedules, or admission requirements, call or visit the campus most convenient to your work or residence.

At Camp Lejeune, Campbell offices are in the Consolidated Education Center, Bldg. 202, Main Base. Their telephone number is 910-451-3097. A second office is located in the Education Center, Bldg 212, at Marine Corps. Air Station, New River; telephone 910-449-6600. Undergraduate degree programs offered include Bachelor of Business Administration with majors in Business or Accounting, Bachelor of Science in Social Science, Bachelor of Science in Psychology, Bachelor of Science in Information Technology & Security, and Bachelor of Applied Science.

At Fort Bragg, near Fayetteville, Campbell offices are located in the Main Education Center on McComb Street on post. For information about Ft. Bragg, call 910-436-3242 or 3243. A second office is located at Pope Air Force Base in the Civilian Base Personnel office, Bldg. 308. The Pope AFB telephone is 910-497-8238. Undergraduate degree programs offered include Associate in Arts, Bachelor of Business Administration with majors in Business or Accounting, Bachelor of Science in Social Science, Bachelor of Science in Information Technology & Security, Bachelor of Science in Psychology, Bachelor of Arts in Criminal Justice, Bachelor of Applied Science, and Bachelor of Health Science.

Near the Research Triangle Park in Morrisville, Campbell's RTP Center is located at 808 Aviation Parkway. Undergraduate degree programs offered at the RTP campus include Associate in Arts, Bachelor of Business Administration with major in Business or Accounting, Bachelor of Science in Information

Technology & Security, Bachelor of Health Sciences, Bachelor of Science in Social Science, and Bachelor of Applied Science. To find out more about the RTP campus call (919) 468-8844.

The office of Distance Education offers a variety of undergraduate courses during five academic terms offered by Extended Campus Education. Distance Education courses are offered on the Internet and are hosted on Blackboard Learn ™. Students interested in taking an internet course should consult with their adviser first. Specific eligibility requirements and limitations apply to distance education courses. The office of Distance Education is located in Kivett Hall.

Main campus students wishing to take courses at one of the extended campuses must first complete an Approval to Take Campbell University Extended Campus Courses which require signatures from the student's adviser, the Department Chair for the course discipline, and then the representative of the extended campus when accompanied by a completed registration form for classes at that campus. These forms may be found in the hallway of Pearson Hall or www.campbellextendedcampuseducation.com/ For more information or assistance contact the Associate Dean for Extended Campus Education in Pearson Hall on Main Campus or call 910-893-1278.

Academic Programs

Campbell University offers through its various colleges, schools and campuses an extensive number of programs leading to undergraduate, graduate, and professional degrees. In the following sections, the institution defines the terms "major," "concentration," and "track" and provides in chart form a comprehensive list of all academic programs offered.

Campbell University's Definition of a Major, Concentration, and Track

Major
A major is a set of required and elective courses offering a degree of preparation in a particular discipline or field of study. The requirements and the curriculum for a major are determined by the academic department offering the major with approvals through appropriate university processes.

Concentration
A concentration is an area of specialization within an academic major. If offered, the academic department may determine if a concentration is an optional or required component of the major.

Track
A defined group of courses or course options designed to prepare a student for a specific professional career. A track may or may not coincide with an academic major.

Degrees, Majors, Concentrations and Tracks at Campbell University

Program	Degree	Major	Concentration	Track	Other	School	Academic Unit
Business, General	AA		X			BUS	Business Administration & Economics
Economics, General	AA		X			BUS	Business Administration & Economics
General Education	AA		X			CAS	Office of the Dean, College of Arts & Sciences
Information Technology, Information Security	AA		X			CAS	Mathematics/Information Technology & Security
Information Technology, Information Technology Management	AA		X			CAS	Mathematics/Information Technology & Security
Accounting	BBA	X				BUS	Financial Planning & Accounting
Applied Science	BAS					CAS	History, Criminal Justice, & Political Science
Athletic Training	BS	X				CAS	Exercise Science
Biochemistry	BS	X				CAS	Chemistry & Physics
Biology	BS	X				CAS	Biological Sciences
Biology, Pre-Physical Therapy	BS			X		CAS	Biological Sciences
Biology, Pre-Physician Assistant	BS			X		CAS	Biological Sciences
Biology, Pre-Professional	BS			X		CAS	Biological Sciences
Biology, Teacher Licensure	BS		X			CAS	Biological Sciences
Birth to Kindergarten Education	BS	X				EDU	Professional Education

Program	Degree	Major	Concentration	Track	Other	School	Academic Unit
Business Adminstration	BBA	X				BUS	Business Administration & Economics
Chemistry	BS	X				CAS	Chemistry & Physics
Christian Ministry	BA	X				DIV	Religion
Clinical Research	BS	X				CPHS	Clinical Research
Communication Studies	BA	X				CAS	Communication Studies
Communication Studies, Advertising	BA		X			CAS	Communication Studies
Communication Studies, Broadcasting & Electronic Media	BA		X			CAS	Communication Studies
Communication Studies, Generalist	BA		X			CAS	Communication Studies
Communication Studies, Health Communication	BA		X			CAS	Communication Studies
Communication Studies, Journalism	BA		X			CAS	Communication Studies
Communication Studies, Public Relations	BA		X			CAS	Biological Sciences
Criminal Justice	BA	X				CAS	History, Criminal Justice & Political Science
Criminal Justice, Homeland Security	BA		X			CAS	History, Criminal Justice & Political Science
Drama & Christian Ministries	BA	X				CAS	Theatre
Economics, Business	BS	X				BUS	Business Administration & Economics
Economics, Pre-Law	BA			X		BUS	Business Administration & Economics
Educational Studies	BS	X				EDU	Professional Education
Elementary Education	BS	X				EDU	Professional Education
English	BA	X				CAS	English
English, Pre-Law	BA			X		CAS	English
English, Teacher Licensure	BA		X			CAS	English
Exercise & Sport Science	BS	X				CAS	Exercise Science
Fitness Wellness Management	BS	X				CAS	Exercise Science
French	BA	X				CAS	Foreign Languages
French, Teacher Licensure	BA		X			CAS	Foreign Languages
Graphic Design	BA	X				CAS	Art
Health & Physical Education	BS	X				CAS	Exercise Science
Health Science	BHS					CAS	Biological Sciences
Healthcare Management	BBA	X				BUS	Business Administration & Economics
History	BA	X				CAS	History, Criminal Justice & Political Science
History, International Studies	BA		X			CAS	History, Criminal Justice & Political Science
History, Pre-Law	BA			X		CAS	History, Criminal Justice & Political Science
History, Teacher Licensure	BA		X			CAS	History, Criminal Justice & Political Science
Honors					X	CAS	Office of the Dean, College of Arts & Sciences
Information Technology & Security	BS	X				CAS	Mathematics/Information Technology & Security

Program	Degree	Major	Concentration	Track	Other	School	Academic Unit
Information Technology & Security, Information Security	BS		X			CAS	Mathematics/Information Technology & Security
Information Technology & Security, Information Technology Management	BS		X			CAS	Mathematics/Information Technology & Security
International Business	BBA	X				BUS	Business Administration & Economics
International Business, native English	BBA		X			BUS	Business Administration & Economics
International Business, non-native English	BBA		X			BUS	Business Administration & Economics
Kinesiology	BS	X				CAS	Exercise Science
Marketing	BBA	X				BUS	Business Administration & Economics
Mathematics	BS	X				CAS	Mathematics/Information Technology & Security
Mathematics, Teacher Licensure	BS		X			CAS	Mathematics/Information Technology & Security
Middle Grades Education	BS	X				EDU	Professional Education
Middle Grades Education, English Language Arts	BS		X			EDU	Professional Education
Middle Grades Education, Math	BS		X			EDU	Professional Education
Middle Grades Education, Science	BS		X			EDU	Professional Education
Middle Grades Education, Social Science	BS		X			EDU	Professional Education
Music	BA	X				CAS	Music
Music, Church Music	BA		X			CAS	Music
Music, Composition	BA		X			CAS	Music
Music, Comprehenisve Music Curriculum	BA		X			CAS	Music
Music, Piano Pedagogy	BA		X			CAS	Music
Music, Teacher Licensure	BA		X			CAS	Music
PGA Golf Management	BBA	X				BUS	Business Administration & Economics
Pharmaceutical Sciences	BS	X				CPHS	Pharmaceutical Sciences
Political Science	BA	X				CAS	History, Criminal Justice & Political Science
Political Science, Pre-Law	BA			X		CAS	History, Criminal Justice & Political Science
Political Science, Public Administration	BA		X			CAS	History, Criminal Justice & Political Science
Pre-Pharmacy				X		CPHS	Pharmacy Practice
Psychology	BS	X				CAS	Psychology
Religion	BA					DIV	Religion
Religion, Biblical Studiest	BA		X			DIV	Religion
Religion, Christian History	BA		X			DIV	Religion
Religion, Theology	BA		X			DIV	Religion
ROTC	BS				X	CAS	ROTC
Social Science	BS	X				CAS	History, Criminal Justice & Political Science
Social Science, Criminal Justice	BS		X			CAS	History, Criminal Justice & Political Science

Program	Degree	Major	Concentration	Track	Other	School	Academic Unit
Social Science, Political Science	BS		X			CAS	History, Criminal Justice & Political Science
Social Science, Political Science, Teacher Licensure	BS		X			CAS	History, Criminal Justice & Political Science
Social Science, History	BS		X			CAS	History, Criminal Justice & Political Science
Social Science, History, Teacher Licensure	BS		X			CAS	History, Criminal Justice & Political Science
Social Science, Homeland Security	BS		X			CAS	History, Criminal Justice & Political Science
Social Work	BSW	X				EDU	Social Work
Spanish	BA	X				CAS	Foreign Languages
Spanish, Teacher Licensure	BA		X			CAS	Foreign Languages
Special Education	BS	X				EDU	Professional Education
Sport Coaching	BS	X				CAS	Exercise Science
Sport Management	BS	X				CAS	Exercise Science
Sport Management, Sport Communication	BS		X			CAS	Exercise Science
Studio Art	BA	X				CAS	Art
Study Abroad					X	CAS	Study Abroad
Teaching Fellows					X	EDU	Professional Education
Theatre Arts	BA	X				CAS	Theatre
Trust and Wealth Management	BBA	X				BUS	Financial Planning & Accounting
Trust and Wealth Management, Pre-Law	BBA			X		BUS	Financial Planning & Accounting
Accounting, 3+2	BBA, MBA				X	BUS	Financial Planning & Accounting
Business Administration	MBA					BUS	Business Administration & Economics
Business Administration, 3+2	BBA, MBA				X	BUS	Business Administration & Economics
Christian Education	MACE					DIV	Divinity
Clinical Research	MS					CPHS	Clinical Research
Community Counseling	MA					EDU	Professional Education
Divinity	MDiv					DIV	Divinity
Economics, 3+2	BS, MBA				X	BUS	Business Administration & Economics
Elementary Education	MEd					EDU	Professional Education
English Education	MEd					EDU	Professional Education
Exercise Science Education	MEd					EDU	Professional Education
Interdisciplinary Studies	MEd					EDU	Professional Education
International Business, native English	BBA, MBA				X	BUS	Business Administration & Economics
International Business, non-native English	BBA, MBA				X	BUS	Business Administration & Economics
Law	JD					LAW	Law
Mathematics Education	MEd					EDU	Professional Education
Middle Grades Education	MEd					EDU	Professional Education

Program	Degree	Major	Concentration	Track	Other	School	Academic Unit
Ministry	DMin					DIV	Divinity
Pharmaceutical Sciences	MS					CPHS	Pharmaceutical Sciences
Pharmacy Practice	PharmD					CPHS	Pharmacy Practice
Physician Assistant Practice	MPAP					CPHS	Physician Assistant
Professional Golf Management, 3+2	BBA, MBA				X	BUS	Business Administration & Economics
School Administration	MSA					EDU	Professional Education
School Counseling	MEd					EDU	Professional Education
Social Studies Education	MEd					EDU	Professional Education
Trust and Wealth Management	MTWM					BUS	Trust and Wealth Management
Trust and Wealth Management, 3+2	BBA, MBA				X	BUS	Financial Planning & Accounting
Trust and Wealth Management Pre Law, 3+2	BBA, MBA				X	BUS	Financial Planning & Accounting

Abbreviations used:

CAS College of Arts and Sciences
BUS Lundy-Fetterman School of Business
CPHS College of Pharmacy & Health Sciences
EDU School of Education
DIV Divinity School
LAW Norman Adrian Wiggins School of Law

Alphabetical Listing of Programs and Courses

Campbell University's academic departments, courses, majors and minors are organized into two colleges and four schools: the College of Arts and Sciences, the College of Pharmacy and Health Sciences, the Norman Adrian Wiggins School of Law, the Lundy-Fetterman School of Business, the School of Education, and the Divinity School. Unless you are familiar with the organization of the University, the programs offered by the departments, and the courses associated with those programs, you may find it difficult to locate a particular course. To reduce that potential difficulty, the academic departments and the courses offered by those departments are listed in alphabetical order, not grouped by college or school.

Accounting

Associate Professors: Mr. Witherspoon (Chair), Dr. Deutsch, Ms. Vaughan

Assistant Professors: Mr. Berry, Mr. Butler

Requirements for a Major in Accounting (BBA) (CIP 52.0301)
ACCT 213, 214, 323, 324, 326, 333, 334, 335, 336, 443, 444, three 300 level or above accounting electives with the exception of ACCT 325; BADM 100, 125, 221, 222, 300, 313, 314, 331, 336; ECON 201, 202; and two 300-level or above School of Business courses.

Requirements for a Minor in Accounting
ACCT 213, 214, 323, 324, 333, 335 (no more than 6 hours of a major may be applied to the minor).

Accounting Course Listing (ACCT 000)

213-214 Accounting Principles (3, 3)
A study of accounting terms, procedures, and practices of sole proprietorships, partnerships, and corporations. A study is made of journal worksheets, financial statements, negotiable instruments, and departmental costs. ACCT 213 is a prerequisite to ACCT 214.

323-324 Intermediate Accounting (3, 3)
A study of the principal accounting statements. Review of the fundamental processes in recording, classifying, and summarizing business transactions. A detailed study of the measurement of the business position and of periodic progress. A study of special analytical procedures including the development of special reports, ratios, and measurements in statement analysis. Prerequisite: ACCT 214. ACCT 323 is a prerequisite to ACCT 324.

325 Managerial Accounting (3)
A study of the uses of accounting information for decision making inside and outside the business firm. The study is related to the nature and objectives of business decisions, what information is necessary to make them, what data are relevant, and the uses and limitations of these data. Prerequisite: ACCT 213.

326 Accounting Theory (3)
An analysis of the logical foundations of accounting. Special emphasis on recent developments. Includes student presentations that evaluate recent accounting changes. Case studies will be used to examine applications of theory to financial, cost, and ethical accounting situations. Prerequisite: ACCT 324.

333-334 Taxation (3, 3)
A study of the basic principles and major problems of the federal income tax laws and their application to tax situations for individuals and corporations. Some attention will be devoted to state tax laws and to tax procedure including fiduciary tax returns. ACCT 333 is a prerequisite to ACCT 334.

335 Cost Accounting (3)
The principles and procedures followed in the assembling and recording of materials, labor, and manufacturing expenses to ascertain production costs, costing for joint products, job costing, budgeting, standard costs, direct costs, and pricing joint products are studied. Prerequisite: ACCT 214.

336 Accounting for Improved Performance (3)
An integration of cost accounting, statistical quality control, and quality management principles for the purpose of measuring and improving an organization's productivity and product and service quality. Investigation includes case study analysis of efforts by industrial and service organizations to improve productivity and quality. Prerequisites: ACCT 325 or 335 and MATH 160.

390 Taxation Practicum (3)
The course applies the knowledge of taxation preparation for the individual during tax season and transmission of the required returns to the Internal Revenue Service and State of North Carolina Department of Revenue. Students are required to deal directly with the pubic through this service-learning course in association with VITA. Prerequisite: ACCT 333.

443 Auditing (3)
A course in auditing theory and practice. Auditing objectives, standards, ethics, terminology, procedures, and reports are studied. The place and responsibility of both the internal auditor and the public auditor are studied. Prerequisite: ACCT 324.

444 Advanced Accounting (3)
A comprehensive study of special problems relating to partnerships and corporations, dealing with liquidations, consolidations and mergers, and international accounting issues, including foreign currency translation. Prerequisite: ACCT 324.

450 CPA Problems (3)
A review and analysis of problems encountered in a public accounting practice and on the CPA examination. Prerequisite: ACCT 444.

490 Accounting Internship (3)
An accounting-related employment experience with an approved organization. Related term paper required. Prerequisites: Junior standing (at least); declared major in accounting; overall grade point average of 2.0 or greater; and completion of an independent study contract.

543 Governmental Accounting (3)
An introduction to the accounting practices of non-profit organizations, including governmental units, colleges and universities, hospitals, and other non-profit organizations. Prerequisite: ACCT 214.

545 Forensic Accounting (3)
The focus of this course will center on investigative techniques available to professionals to discover fraudulent activities. Topics include the recognition of characteristics within the organization which enable fraudulent activities; how to conduct an efficient and systematic fraud investigation; standards for internal control systems; and becoming a legal witness. Case studies will be emphasized. Prerequisite: ACCT 214

547 International Accounting (3)
This course is a study of international accounting standards and practices and how they compare to accounting standards and practices in the United States. Also, it will cover attempts to harmonize accounting standards across different countries. Prerequisite: ACCT 214.

549 Special Topics in Accounting (1-3)
This course will cover special topics and events in accounting as specific needs arise. It will enable students to stay informed about changes and topics of interest in the accounting profession. Prerequisite: ACCT 214.

590 Accounting Information Systems (3)
An introduction to the design and use of accounting systems and their relationship to management information systems. Course includes the use of computer technology for processing, retrieving, and analyzing accounting data. Prerequisite: ACCT 214.

Art

Associate Professors: Mr. Smith, Mr. Tysor, Mr. Rodgers

The Art Curriculum

The Department of Art offers a Bachelor of Arts degree with majors in Studio Art and Graphic Design. Minors in Studio Art and Graphic Design are also offered.

Requirements for a Major in Studio Art (CIP 50.0702)

In addition to the General College Curriculum requirements, students pursuing a major in Studio Art must complete 46 semester hours in art, including the core art curriculum: ART 101 Design I, 102 Design II, 131 Introduction to Art, 201 Drawing I, 202 Painting I, 213 Sculpture I, 231 Art History I, 232 Art History II, 465 Internship and 461 Senior Exhibit.

In addition to the core art curriculum, the student must complete at least eighteen semester hours in electives from among the following: ART 203 Color, ART 204 Printmaking I, 206 Graphic Design I, 307 Graphic Design II, 308 Graphic Design III, 211 Ceramics I, 301 Drawing II, 302 Painting II, 304 Printmaking II, 311 Ceramics II, 313 Sculpture II, 401 Advanced Drawing, 402 Advanced Painting, 404 Advanced Printmaking, 411 Advanced Ceramics, 413 Advanced Sculpture, 441 Independent Studio, 442 Independent Studio, COMM 233 Introduction to Photography.

Requirements for a Major in Graphic Design (CIP 50.0409)

In addition to the General College Curriculum requirements, students pursuing a major in Graphic Design must complete ART 101 Design I, 102 Design II, 131 Intro to Art, 201 Drawing I, 301 Drawing II, 203 Color, 231 Art History I, 232 Art History II, 206 Graphic Design I, 307 Graphic Design II, 308 Graphic Design III, 209 Typographic Design 465 Internship, COMM 233 Intro to Photography, COMM 213 Introduction to Advertising.

Requirements for a Minor in Studio Art

Students pursuing a minor in Studio Art must complete ART 101 Design I, 102 Design II, 131 Introduction to Art, 201 Drawing I, 202 Painting I, 211 Ceramics I or 213 Sculpture I.

Requirements for a Minor in Graphic Design

Students pursuing a minor in Graphic Design must complete ART 101 Design I, 131 Introduction to Art, 201 Drawing I, 206 Graphic Design I, 209 Typographic Design COMM 233 Introduction to Photography.

Art Course Listing (ART 000)

101 Design I (3)
A basic study of the elements and principles of two-dimensional design, using a variety of media. This course gives the art major and non-art major alike an introduction to the concepts and techniques involved in two-dimensional design. Six studio hours per week; three credit hours.

102 Design II (3)
A basic study of the elements and principles of three-dimensional design, using a variety of media. This course gives the art major and non-art major alike an introduction to the concepts and techniques involved in three-dimensional design. Six studio hours per week; three credit hours.

131 Introduction to Art (3)
An introduction to the study of visual art, approaching art through learning experiences such as art history, art criticism, the styles, the structures, and the interaction of meaning and mediums. This course is appropriate for non-art majors and art majors. Three lecture hours per week.

201 Drawing I (3)
An introduction to drawing with emphasis on line, shape, value, and texture. Studies and final projects include still-life, landscape, perspective, figure, portrait, and animal. Six studio hours per week; three credit hours.

202 Painting I (3)
An introduction to various oil techniques: canvas and canvas construction and studio painting from still life, landscape, model, and design. Six studio hours per week; three credit hours.

203 Color (3)
The color course is based on research and application of the influential color theories and systems that make up Art History. The course is divided into the six following areas of study: 1. The Properties of color, 2. The French Impressionist, 3. The German Expressionist and the Abstract Expressionist, 4. The Cubist palette, 5. Geometric Abstraction, and 6. Photo-realism and Realism. Six studio hours per week; three credit hours.

204 Printmaking I (3)
An introduction to the printmaking process of woodblock. Preparation of blocks and plates and techniques for printing various subject matter. Six studio hours per week; three credit hours.

206 Graphic Design I (3)
An introductory course that examines the foundations of modern graphic design. Six studio hours per week; three credit hours. Prerequisite: ART 101. Must be a Studio Art, Graphic Design, or Communication Studies major. No exceptions are possible.

209 Typographic Design (3)
Introduction to typography, its history, and the study of letterforms as a communicative tool. Six studio hours per week; 3 credit hours. Prerequisites: Art 101 and Art 206. Must be an art major or Communication Studies major. No exceptions are possible.

211 Ceramics I (3)
An introduction to basic hand building techniques, with projects stressing design, creativity, and craftsmanship; firing and glazing of pieces to completion. Six studio hours per week; three credit hours.

212 Kinetic Design using Macromedia Flash (3)
Students learn the essentials of creating/editing time-based artwork, animation, sound and interactivity for the web. 4-4.5 studio hours per week; three credit hours. No prerequisites.

213 Sculpture I (3)
A course which deals with three-dimensional elements in art such as mass, form, texture, and space, utilizing various materials such as paper, clay, plaster, and found materials. Six studio hours per week; three credit hours.

231 Art History I: Ancient to Gothic (3)
A chronological exploration of Western and non-Western painting, sculpture, and architecture from prehistoric time through the fourteenth century, investigating styles, periods, and artists as they relate to time and place, culture and history. Three lecture hours per week; three credit hours.

232 Art History II: Renaissance to Postmodern (3)
A chronological exploration of Western and non-Western painting, sculpture, and architecture from the fourteenth century to the present, investigating styles, periods, and artists as they relate to time and place, culture and history. Three lecture hours per week; three credit hours.

301 Drawing II (3)
Continuation of Drawing I with emphasis on more advanced drawing problems and media. Six studio hours per week; three credit hours. Prerequisite: ART 201.

302 Painting II (3)
Continuation of Painting I with emphasis on advanced painting problems. Focus on exploration of various composition styles and development of a personal painting technique. Six studio hours per week; three credit hours. Prerequisite: ART 202.

304 Printmaking II (3)
Introduction to the silkscreen or intaglio using paper and fabric, films, resists, and various inking techniques, or plates, etching press, inks, papers, and various etching techniques. Six studio hours per week; three credit hours.

307 Graphic Design II (3)
A course that continues the investigation of graphic design begun in ART 206. Six studio hours per week; three credit hours. Prerequisite: ART 101, ART 206, and ART 209. Must be a Graphic Design major.

308 Graphic Design III (3)
A course focusing on developing additional graphic design skills and portfolio preparation. Six studio hours per week; three credit hours. Prerequisite: ART 101, ART 206, 207, and ART 209. Must be a Graphic Design major.

311 Ceramics II (3)
An introduction to throwing on the wheel, with some further work on hand built forms. Continued work in glazing, firing of kilns, and studio management. Six studio hours per week; three credit hours. Prerequisite: ART 211.

313 Sculpture II (3)
A continuation of Sculpture I, with emphasis on more complex concepts and problems in a variety of sculptural materials, including carving of wood and cast stone. Six studio hours per week; three credit hours. Prerequisite: ART 213.

321 Art for the Elementary School (3)
Theory and techniques in elementary art education. Emphasis on developmental stages of children, processes, developing creative expression, materials, and curriculum planning. Six studio hours per week; three credit hours. Prerequisite: must be an Education major or have permission of the instructor.

401 Advanced Drawing (3)
A continuation of Drawing II with focus on pursuit of style and expression. Six hours per week; three credit hours. Prerequisite: ART 301.

402 Advanced Painting (3)
A continuation of Painting II with focus on the pursuit of style and expression. Six studio hours per week; three credit hours. Prerequisites: ART 302.

404 Advanced Printmaking (3)
In-depth exploration of one printing process. Six studio hours per week; three credit hours. Prerequisite: ART 204 or ART 304.

411 Advanced Ceramics (3)
A continuation of work on both hand-built forms and wheel-thrown forms, glazing, firing, and studio management. Six studio hours per week; three credit hours. Prerequisite: ART 311.

413 Advanced Sculpture (3)
A continuation of working with various sculptural concepts and materials; introduction of more complex media and techniques, such as mold-construction, plaster-casting, stone carving, etc. Six studio hours per week; three credit hours. Prerequisite: ART 313.

441 Independent Studio (3)
Independent studio work geared to each individual. The student is responsible for writing a contract, researching, and producing work in a selected area of art. Equivalent of six studio hours per week; three credit hours. Prerequisite: consent of instructor, department chair, and dean.

442 Independent Studio (1 or 2)
Independent studio work designed for each individual student. The student is responsible for writing a contract, researching, and producing work in appropriate area of art. One to two credit hours offered as a flexible option for student's needs. Equivalent of two (one credit hour) or four (two credit hours) studio hours per week. Prerequisite: consent of instructor, department chair, and dean.

461 Senior Exhibit (1)
During final semester, student is responsible for presentation, exhibition, and production of slides of a cohesive body of work in his/her area of concentration. Subject to final approval of instructor(s).

465 Internship (3)
A course usually taken during a student's third or fourth year. The student will be responsible for finding an appropriate agency. The student will work for the agency for a minimum of 120 hours performing tasks related to his or her major. The student will have an on-site supervisor during the internship. Prerequisite: ART 207.

Biological Sciences

Professor: Dr. Hammond (Dean of the College)

Associate Professors: Dr. Bartlett, Dr. Guzman, Dr. Larsen (Chair), Dr. Metz, Dr. Thomas, Dr. Weaver

Assistant Professors: Dr. Havran, Dr. Mason, Mrs. Williams, Dr. You

Adjunct Faculty: Mrs. Bryan, Dr. Marritt-Pabalate, Dr. Miles, Dr. Siegert

Lab Manager and Safety: Ms. Tylka

Biology and the General College Curriculum

Students may use biology or environmental science courses to fulfill four to eight semester hours of the general college science requirement. (See General College Curriculum requirements for details.) Science courses without laboratories do not meet the science requirement of the General College Curriculum.

Requirements for a Major in Biology (CIP 26.0101)

A major in biology (B.S. degree) may be obtained within a general curriculum or one which follows specific guidelines for physicians assistant, physical therapy, teacher licensure, or pre-professional (preparation for graduate or professional schools) studies.

The student majoring in biology must complete a minimum of 39 hours in biology, and these must include credit for BIOL 111, 201, 202, 203, 205, 327, 342, 451, and one of the following: 430, 437 or 438. A maximum of 8 credit hours of Human A&P credit (BIOL 220; 221 or 223) can be used toward the biology elective requirements in the Biology major. Students are encouraged to complete more than the minimum number of hours in biology.

Ancillary requirements include MATH 112 (or 122) and 160; CHEM 111, 113, and 227; and PHYS 221 and 222 or PHYS 251 and 252.

Requirements for a Minor in Biology

Students wishing to minor in biology may do so by completing BIOL 111 and an additional sixteen semester hours in biology courses numbered at the 200-level or above. The sixteen hours must include a minimum of three courses with laboratory. A maximum of 8 credit hours of Human A&P credit (BIOL 220; 221 or 223) can be used toward completion of a Biology minor.

Requirements for a General Science Minor - Students wishing to obtain the General Science Minor must complete a total of 32 hours of laboratory science courses in the fields of physics, chemistry, and biology including:

Physics - 8 hours as defined below: PHYS 221 and 222; or PHYS 251 and 252; and

Chemistry - 16 hours as defined below: CHEM 111, 113, 227; and one of the following CHEM 215 or 228; and

Biological Sciences - 8 hours as defined below: BIOL 111 and one of the following: BIOL 201, BIOL 202, BIOL 203, BIOL/ENVS 204, BIOL 220, BIOL 221, BIOL 223, BIOL/ENVS 224, BIOL/ENVS 226, or BIOL/ENVS 241.

Requirements for Major in Biology with Teacher Licensure (CIP 13.1322)
Students seeking secondary teacher certification in biology must complete a minimum of 35 hours in biology, including credit for the biology courses listed for a major in biology. They must also complete PSYC 222; SOCI 345; EDUC 221, 223, 230, 330, 331, 430, 432, 440, 441, and 458; and SIED 453 and 454.

Requirements for a Major in Biology with a Pre-Professional Concentration (CIP 26.0101/51.1102)
A major in Biology may be obtained which follows specific guidelines for entering post-baccalaureate studies in the medical professions, or biological research of various kinds. In addition to the requirements for a major in biology, the student following this track in biology must also complete CHEM 228 and MATH 122. Pre-professional students should tailor their biology electives and open electives to meet the requirements of their specific professional area of focus, in consultation with their academic adviser. The Pre-Professional Concentration requires students to earn a grade of "C" or higher in all science courses (biology, chemistry, and physics.)

Requirements for a Major in Biology with a Pre-Physical Therapy Concentration (CIP 26.0101/51.1199)
A major in Biology may be obtained which follows specific guidelines for entering post-baccalaureate studies in physical therapy. In addition to the requirements for a major in biology, the student following this track in biology must also complete BIOL 220, 223; PSYC 222; EXER 324 and 325. Recommended courses in the sciences include: BIOL 310, 320, 334, 350, 430 and EXER 311 or 326. Recommended courses in the social sciences include a minimum of six additional hours in Sociology or Psychology. Students should maintain documentation of work experience in physical therapy settings. Students following this concentration should check with physical therapy graduate programs to verify specific requirements of the individual programs.

Requirements for a Major in Biology with a Pre-Physician Assistant Concentration (CIP 26.0101)
A major in Biology may be obtained which follows specific guidelines for entering studies in physician assistant programs. In addition to the requirements for a Major in Biology, the student following this track in biology must also complete BIOL 220, 223, 334 and 430; and CHEM 228. Recommended courses in the sciences include: BIOL 310, 320, 335, 336, and 437. PA programs vary in their requirements for work experience in the medical field. Most applicants range from 2-5 years of experience, including volunteer work, nursing experience, laboratory work and military experience.

Requirements for a Major in Biochemistry (CIP 26.0202)

A candidate for the Bachelor's degree with a major in biochemistry must satisfactorily complete the following courses in biology and chemistry:

Biology requirements include BIOL 111, 201, 342, 350, 430 and 508 for a total of twenty-four semester hours.

Chemistry requirements include CHEM 111, 113, 215, 227, 228, and 334 for a total of twenty-four semester hours.

In addition, students are required to take one science seminar course (e.g. BIOL 451, CHEM 451, or CHEM 452) and 9 credit hours of electives selected from the following list: BIOL 205, BIOL 250, BIOL 315, BIOL 334, BIOL 335, BIOL 441, BIOL 465, CHEM 331, CHEM 441, CHEM 442, CHEM 445, CHEM 446, PHYS 341, PHYS 342. Research (BIOL 441, CHEM 445, and CHEM 446) cannot be taken for more than 4 of the 9 credits of biochemistry electives.

Two semesters of calculus (MATH 122, 223), statistics (MATH 160) and one year of calculus-based physics (PHYS 251, 252) are required of a biochemistry major. Candidates who are considering graduate studies are recommended to take an additional year of calculus and an additional 300 or 400 level BIOL or CHEM course as electives.

Biological Sciences Course Listing (BIOL 000)

101 Biology for Life (4)
An introduction to scientific reasoning and relevant biological concepts for non-science majors. The course emphasizes the ability to understand and evaluate critical issues in biology facing individuals and society. Topics covered include: growth and reproduction of cells and organisms, human genetics, human health and disease, how organisms evolve, and how living organisms interact with their environment. Three lecture and two laboratory hours each week. Fall, Spring, and occasional Summers. For non-science majors only; cannot be utilized for credit towards the biology major or minor. Prerequisites: None.

111 Basic Biology (4)
An introduction to biological chemistry, cell biology, energy relationships, reproduction, genetics, evolution, and ecology. Three lecture and three laboratory hours each week. Fall, Spring, and occasional Summers.

160 Special Topics in Introductory Biology for Non-Majors (1-4) (ENVS 160)
Investigation of an important aspect of modern biology or environmental science (as an introductory or intermediate level) under the supervision of a faculty member(s) in the department. Instruction will consist of a combination of lectures, discussions, and laboratory and/or field experiences to introduce relevant biological concepts and develop scientific reasoning skills. For non-science majors only; cannot be utilized for credit towards the biology major or minor. May be repeated. Fall, Spring, Summer. Prerequisites: none.

201 Cellular & Molecular Biology (4)
A study of the cell, with a focus on eukaryotic cells. Emphasis will be placed on the fundamental principles such as the unity and diversity of cell biology, the relationship between structure and function, cell regulation, the flow of genetic information, and cell specialization. Methods in cell biology will be interwoven throughout the course. Three lecture and three laboratory hours per week. Spring semester. Prerequisite: BIOL 111 (grade of C or better strongly recommended).

202 Botany (4)
An introduction to all aspects of plant biology including the anatomy and development of flowering plants, the physiological mechanisms that regulate all plants, and a comparative survey of the reproduction, ecology, and structure of algae, fungi, bryophytes, gymnosperms, and angiosperms presented in a phylogenetic context. Three lecture and three laboratory hours each week. Spring semester. Prerequisite: BIOL 111 required (grade of C or better strongly recommended); CHEM 111 recommended.

203 Zoology (4)
The biology of the major groups of animals, with emphasis on general structural plans and diversity, ecology, reproduction, and evolution. Three lecture and three laboratory hours each week. Fall semester. Prerequisite: BIOL 111 (grade of C or better strongly recommended). .

204 Introduction to Oceanography (4) (ENVS 204)
A survey of the four major divisions of Ocean Science: Physical, Chemical, Geological, and Biological. Physical oceanography includes waves, tides, ocean currents and deep circulations, as well as effects of heat, pressure, water density, heat capacitance, and sound transmission. Chemical Oceanography includes the chemical composition of seawater, the effects of freshwater inflows, biological influences, and chemical sedimentation. Geological Oceanography includes plate tectonics, seafloor spreading, sedimentation, rock formation, deep and shoreline changes, and ancient seafloor contributions to current landmass topography. Biological Oceanography includes life in the sea and sea-influenced shore environments. Three lecture and three laboratory hours per week. Prerequisites: None.

205 Introduction to Biological Research (3)
Designed to give the beginning biology major an introduction to literature resources, topic selection, use of statistics, scientific logic, and the oral and written presentation of results. Three lecture and two laboratory hours each week. Cannot be taken to fulfill the general college curriculum science requirement. Fall semester. Prerequisite: BIOL 111 (grade of C or better strongly recommended).

215 Plants for Pleasure and Profit (4)
A general course in horticultural practices designed for the practical utilization of plants of all kinds for personal benefit and pleasure. Three lecture and three laboratory hours each week. Laboratory requires hands-on activities in the greenhouse and field. Summer session. Prerequisites: None.

220 Human Anatomy and Physiology I (4)
The first semester of a two semester sequence of Human Anatomy and Physiology. This course presents the chemical and cellular basis of human anatomy and physiology. This course covers organ systems to include integumentary, skeletal, muscular, and nervous systems. Laboratory work/participation is essential to the understanding of the material presented in this course. This course is intended for those students who are interested in careers in medicine, nursing, and biomedical sciences. BIOL 220 and BIOL 223 make up a two-semester sequence and both courses must be completed to cover the organ systems of the human body. Prerequisite: BIOL 111 (grade of C or better strongly recommended).

221 Essentials of Human Anatomy and Physiology (4)
A detailed study of the structure and function of the major organ systems in man. Continuity is maintained by emphasizing regulation and integration of these systems. This one semester course meets three lecture and three laboratory hours each week. Fall, Spring, and occasional Summers. Prerequisite: BIOL 111 (grade of C or better strongly recommended).

223 Human Anatomy and Physiology II (4)
The second semester of a two semester sequence of Human Anatomy and Physiology. This course covers organ systems to include endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Laboratory work/participation is essential to the understanding of the material presented in this course. This course is intended for those students who are interested in careers in medicine, nursing, and biomedical sciences. BIOL 220 and BIOL 223 make up a two-semester sequence and both courses must be completed to cover the organ systems of the human body. Prerequisite: BIOL 111 and BIOL 220.

224 Vertebrate Natural History (4) (ENVS 224)
Identification, classification, and life histories of common vertebrate animals of North and Central America. Study of these animals and their behavior in their natural habitats is emphasized. Three lecture and three laboratory hours each week. Prerequisites: None.

226 Ornithology (4) (ENVS 226)
Identification, classification, evolution, behavior, and life histories of birds. Study of birds in their natural habitats is emphasized. Three lecture and three laboratory hours each week. Spring semester and occasional summers. Prerequisites: None.

241 Field Botany (4) (ENVS 241)
The collection, identification, and biology of vascular plants, with particular attention to their role in the natural economy. Three lecture and three laboratory hours each week. Prerequisites: None.

250 Histology (3)
How cells interact to form tissue and how tissues work together to form organs. Special attention will be given to the way in which eukaryotic cells cooperate and specialize when forming multicellular organisms. The main emphasis in the laboratory will be analysis of fixed tissue slides. The course will meet in two, 2-hour lab/lecture periods each week. Prerequisites: BIOL 111, BIOL 201.

260 Special Topics in Introductory Biology for Biology Majors (1-4) (ENVS 260)
Investigation of an important aspect of modern biology or environmental science (at an introductory or intermediate level) under the supervision of a faculty member(s) in the department. Instruction will consist of a combination of lectures, discussions, and laboratory and/or field experiences to introduce relevant biological concepts and develop scientific reasoning skills that build upon the fundamental principles they learned in BIOL 111. Open to science majors and minors only. May be repeated up to a maximum of 4 credits. Fall, Spring, Summer. Prerequisite: BIOL 111.

310 Advanced Human Physiology (3)
A detailed system by system study of advanced physiological concepts, including diseases and the body's compensatory mechanisms to restore health. Three lecture hours each week. Fall semester of even numbered years. Prerequisites: BIOL 111, 221 or 220 & 223; CHEM 111 is recommended but not required.

315 Bioinformatics (3)
An introduction to the use of bioinformatics tools to answer biological questions. Students will use a variety of computer analysis tools to retrieve information from nucleic acid or protein sequence databases; perform sequence comparisons; view and manipulate protein structure, and gain experience applying such tools to questions that might be asked in medicine, forensics or other areas of biology. Three lecture hours each week. Fall semester, odd numbered years. Prerequisites: BIOL 111, BIOL 201.

319 Biomedical Ethics (3)
Interdisciplinary approach to special topics associated with biomedical ethics, with special emphasis on social and legal issues. This three-hour course will include analysis and discussion of case studies. Each student is expected to participate in class discussion. Fall semesters of even-numbered years. Prerequisites: BIOL 111 plus a minimum of four credit hours in biology numbered 200 or above. BIOL 221 or 220 & 223 are highly recommended. Junior or senior standing or permission of instructor.

320 Developmental Anatomy (4)
An integrated approach to the study of comparative vertebrate anatomy and embryology. Three lecture and three laboratory hours each week. Fall semester of odd numbered years. Prerequisites: BIOL 111; BIOL 203 and 221 or 220 & 223 are recommended but not required.

321 Environmental Toxicology (3) (ENVS 321)
An introductory overview of environmental toxicology with emphasis on the effects of chemicals and toxic compounds on organisms (including humans), populations, communities, and ecosystems. Due to its interdisciplinary nature, the material will be approached from three distinct functional levels: molecular and cellular; physiological; and ecological. Three lecture hours per week. Spring semester (Alternate years with BIOL 322). Prerequisites: BIOL 111, or ENVS 111, or ENVS 112. BIOL 201, 202, 203; CHEM 111, 113 are recommended but not required.

322 Aquatic Ecology (3) (ENVS 322)
An introductory study of freshwater ecosystems including an overview of the structure and function of inland waters (primarily lakes, streams and rivers). Physical, chemical and biological components of aquatic ecosystems will be investigated. Ecological interactions will be studied at the organism, population, biotic community and aquatic ecosystem levels. Three lecture hours per week. Spring semester (Alternate years with BIOL 321). Prerequisites: BIOL 111 or ENVS 111. BIOL 201, 202, 203; CHEM 111, 113 are recommended but not required.

327 Ecology (4) (ENVS 327)
A study of the interactions which determine the distribution and abundance of organisms. Three lecture and three laboratory hours each week. Spring semester. Prerequisites: BIOL 111, 202, 203, and 205.

333 General Parasitology (4)
A survey of the study of parasitism and tropical medicine with particular emphasis but not limited to parasites of human and veterinary significance. The course will involve aspects of biology, ecology, morphology, taxonomy, epidemiology and pathogenesis of the major classes of parasites. Three lecture and three laboratory hours each week. Occasional Spring Semesters. Prerequisites: BIOL 111, BIOL 201, BIOL 203, and CHEM 227 (can be taken concurrently.)

334 Microbiology and Immunology (4)
An elementary treatment of microorganisms, primarily bacteria. Special emphasis is given to study techniques and the roles of these organisms in ecology, health, and disease. Three lecture and three laboratory hours each week. Fall semester. Prerequisite: BIOL 111, 201, CHEM 113 required; CHEM 227, 228 recommended.

335 Immunology (3)
An introduction to the principles of immunology. Topics discussed will include the cell types of the immune system, antibody production and humoral immunity, cell-mediated immunity, cytokines, vaccines, autoimmunity, and immunodeficiency diseases. Three lecture hours each week. Spring semester of even-numbered years. Prerequisites: BIOL 111, 201 and 342 (or concurrent); BIOL 334 is recommended but not required.

336 Medical Microbiology (3)
This course integrates microbiology, immunology, and molecular biology to explain mechanisms by which microbes cause disease. The methods by which bacteria attach to and then invade the human

body to establish infection and subsequent interaction with the immune system will be investigated. Special emphasis will be placed on HIV infections and emerging infectious diseases as well as vaccine development. Spring semester of odd-numbered years. Prerequisite: BIOL 334.

342 Genetics (4)
Lectures will include the principles of Mendelian heredity, linkage, mutation, population genetics, and molecular genetics, with emphasis on the mechanisms regulating the processes of replication, transcription, and translation. Three lecture and three laboratory hours each week. Spring semester. Prerequisites: BIOL 111, 201, CHEM 113; CHEM 227 recommended.

350 Advanced Cell & Molecular Biochemistry (4)
The main focus of this course will be on eukaryotic cells and how they function at a molecular level. The molecular biology of proteins and nucleic acid will be emphasized. The molecular mechanisms underlying specific cell function such as biosignaling, control of cell division, cancer, differentiation and development will be studied. The relationship between protein conformation, function, regulation and enzymes will also be studied. The main emphasis in the laboratory will be on animal tissue culture and relating cellular activity and structure to underlying molecular mechanisms. Prerequisites: BIOL 111, BIOL 201, CHEM 227

351 Creation, Evolution, or Both? (3)
An investigation into the origins of life, using an integrated scientific and Christian perspective. Coverage includes the scientific method, the philosophy of science, the relationship of science and religion, the history of evolutionary theory, the science behind evolutionary theory, the history of creationism, young-earth creationism, intelligent design, and major creationist objections to evolutionary theory, focusing on the geological record and earth history. Three lecture hours per week. Occasional Fall semesters. Prerequisites: BIOL 111, ENGL 101, 102, and two 200-level literature courses; RELG 125.

430 Biochemistry (4)
An investigation of the properties and structures of organic molecules, with an emphasis on proteins and nucleic acids and how they relate to cellular structure and function. Three lecture and three laboratory hours each week. Fall semester. Prerequisites: BIOL 111, 201 and CHEM 227.

437 Animal Physiology (4)
The comparative study of physiological processes in different animals through an organ-system approach. Three lecture and three laboratory hours each week. Spring semester. Prerequisites: BIOL 111, 203 and CHEM 113.

438 Plant Physiology (4) (ENVS 438)
A detailed study of the physiological mechanisms that regulate growth, development, reproduction, and metabolism of flowering plants. Special emphasis will be placed on the eco-physiological relationships between plants and their environment, diverse energy acquisition pathways in plants, and the genetic regulation of plant development. Students will explore physiological mechanisms through a series of self-designed experiments. Three lecture and three laboratory hours each week. Fall semester. Prerequisites: BIOL 111 and 202. CHEM 111, 113 are recommended, but not required.

441 Biology Research (1-4)
Students perform independent research projects throughout the semester under direction and supervision of faculty members in the department. The course involves experimental research activities in the laboratories of one of the departmental facilities. Projects are determined after discussion with the

corresponding faculty members or students may propose their own projects for approval. At the end of the semester, students must submit the results in the form of scientific article, laboratory notebook documenting work, or presentation. May be repeated. Fall, Spring, Summer. Prerequisites are dependent upon the nature of research projects and based upon the discretion of the instructor.

447 448 Biology Thesis (2, 2)
The investigation of a problem for two semesters of the senior year, the results of which are reported in thesis form. Credit for 447 is deferred until completion of 448. Open to science majors and minors only.

451 Seminar (1)
Individual reports and group discussions of the results of published biological research, student field or laboratory research on selected topics in biology. May be repeated for a maximum of three semester hours. Fall, spring semesters. Prerequisite: BIOL 205, junior or senior standing. Open to science majors and minors only.

460 Advanced Special Topics (1-4)
Investigation at an advanced level of an important aspect of modern biology under the supervision of an instructor. Consists of a combination of lectures, discussions, and laboratory experiences.

465 Biology Internship (1-6)
Students may obtain academic credit for participating in a practical learning experience outside Campbell University. This experience must address a biology-related problem, must involve college-level work, and must have a component of active, hands-on activity. It is the student's responsibility to identify and arrange for the internship activity. They must then make an application to the Biology Department and receive approval of their internship before performing the activity. Prerequisites: Student must have performed a total of 64 credit hours, with a minimum G.P.A. of 2.5 in their major (Biology or Biochemistry), and 2.5 overall.

Courses numbered at the 500 level are open to both graduate education students and advanced undergraduates.

508 Molecular Techniques (4)
A laboratory based course that introduces students to modern molecular techniques. In addition to learning basic research laboratory skills, students will learn to isolate and purify DNA, analyze, manipulate DNA by restriction enzyme digestion, gel electrophoresis and ligation, label DNA by various methods, perform non radioactive detection of Southern blot analyses, and perform polymerase chain reactions. Bacterial transformation and other microbial techniques will be used throughout. Molecular Forensic techniques are also explored and tested. Lectures and laboratories are held in joint sessions. Summer session and as directed. Prerequisites: BIOL 342 and CHEM 227 (or concurrent enrollment).

Environmental Science

Requirements for a Minor in Environmental Science (CIP 26.0101)
Students wishing to minor in environmental science may do so by completing ENVS 111, ENVS 112, and an additional ten semester hours in cognate courses chosen in consultation with the environmental science (ENVS) program adviser.

Environmental Science Course Listing (ENVS 000)
The Department of Biological Sciences offers the following ENVS courses:

111 Introduction to Environmental Science I (4)
Provide an overview of current environmental problems and issues with an emphasis on biology, chemistry, and earth science. Three hours of lecture and three hours of laboratory each week. Fall semester. No prerequisites.

112 Introduction to Environmental Science II (4)
Provide an overview of current environmental problems and issues with an emphasis on social aspects. Three hours of lecture and three hours of laboratory each week. Spring semester. ENVS 111 is recommended but not required.

160 Special Topics in Introductory Biology for Non-Majors (1-4) (BIOL 160)
Investigation of an important aspect of modern biology or environmental science (as an introductory or intermediate level) under the supervision of a faculty member(s) in the department. Instruction will consist of a combination of lectures, discussions, and laboratory and/or field experiences to introduce relevant biological concepts and develop scientific reasoning skills. For non-science majors only; cannot be utilized for credit towards the biology major or minor. May be repeated. Fall, Spring, Summer. Prerequisites: none.

204 Introduction to Oceanography (4) (BIOL 204)
A survey of the four major divisions of Ocean Science: Physical, Chemical, Geological, and Biological. Physical oceanography includes waves, tides, ocean currents and deep circulations, as well as effects of heat, pressure, water density, heat capacitance, and sound transmission. Chemical Oceanography includes the chemical composition of seawater, the effects of freshwater inflows, biological influences, and chemical sedimentation. Geological Oceanography includes plate tectonics, seafloor spreading, sedimentation, rock formation, deep and shoreline changes, and ancient seafloor contributions to current landmass topography. Biological Oceanography includes life in the sea and sea-influenced shore environments. Three lecture and three laboratory hours per week. Prerequisites: None.

224 Vertebrate Natural History (4) (BIOL 224)
Identification, classification, and life histories of common vertebrate animals of North and Central America. Study of these animals and their behavior in their natural habitats is emphasized. Three lecture and three laboratory hours each week. Prerequisites: None.

226 Ornithology (4) (BIOL 226)
Identification, classification, evolution, behavior, and life histories of birds. Study of birds in their natural habitats is emphasized. Three lecture and three laboratory hours each week. Spring semester and occasional summers. Prerequisites: None.

241 Field Botany (4) (BIOL 241)
The collection, identification, and biology of vascular plants, with particular attention to their role in the natural economy. Three lecture and three laboratory hours each week. Occasional Fall semesters and summers. Prerequisites: None.

260 Special Topics in Introductory Biology for Biology Majors (1-4) (BIOL 260)
Investigation of an important aspect of modern biology or environmental science (at an introductory

or intermediate level) under the supervision of a faculty member(s) in the department. Instruction will consist of a combination of lectures, discussions, and laboratory and/or field experiences to introduce relevant biological concepts and develop scientific reasoning skills that build upon the fundamental principles they learned in BIOL 111. Open to science majors and minors only. May be repeated up to a maximum of 4 credits. Fall, Spring, Summer. Prerequisite: BIOL 111.

321 Environmental Toxicology (3) (BIOL 321)
An introductory overview of environmental toxicology with emphasis on the effects of chemicals and toxic compounds on organisms (including humans), populations, communities, and ecosystems. Due to its interdisciplinary nature, the materiel will be approached from three distinct functional levels: molecular and cellular; physiological; and ecological. Three lecture hours per week. Spring semester (Alternate years with BIOL 322). Prerequisites: BIOL 111 or ENVS 111. BIOL 201, 202, 203; CHEM 111, 113 are recommended but not required.

322 Aquatic Ecology (3) (BIOL 322)
An introductory study of freshwater ecosystems including an overview of the structure and function of inland waters (primarily lakes, streams and rivers). Physical, chemical and biological components of aquatic ecosystems will be investigated. Ecological interactions will be studied at the organism, population, biotic community and aquatic ecosystem levels. Three lecture hours per week. Spring semester (Alternate years with BIOL 321). Prerequisites: BIOL 111 or ENVS 111. BIOL 201, 202, 203; CHEM 111, 113 are recommended but not required.

327 Ecology (4) (BIOL 327)
A study of the interactions which determine the distribution and abundance of organisms. Three lecture and three laboratory hours each week. Spring semester. Prerequisites: BIOL 111, 202, 203, and 205.

438 Plant Physiology (4) (BIOL 438)
A detailed study of the physiological mechanisms that regulate growth, development, reproduction, and metabolism of flowering plants. Special emphasis will be placed on the ecophysiological relationships between plants and their environment, diverse energy acquisition pathways in plants, and the genetic regulation of plant development. Students will explore physiological mechanisms through a series of self-designed experiments. Three lecture and three laboratory hours each week. Fall semester. Prerequisites: BIOL 111 and 202. CHEM 111, 113 are recommended, but not required.

Forensic Science Course Listing (FNSC 000)
Forensic science courses with laboratory may be taken to meet the general college curriculum science requirement. Forensic science courses cannot be taken as biology or chemistry electives.

101 Introduction to Forensic Science (4)
An introduction to the fundamental concepts of forensics science. The use of science and technology to solve crime will be the major thrust of the course. Major topics emphasized include: crime scene analysis, evidence collection and analysis, and legal issues surrounding forensic science. The laboratory work will explore the science behind evidence analysis. The course is team-taught by members of the Criminal Justice, Biology, and Chemistry/Physics Departments. The course qualifies as a General College Curriculum science course. Prerequisite: none.

Science Education Course Listing (SIED 000)

The following SIED courses are offered through the Department of Biological Sciences and in cooperation with the School of Education:

453 Material and Methods in Secondary Science (3)

Study of the specific teaching strategies, techniques, practices, and the selection and organization of instructional materials and teaching methods appropriate to high school science subjects. Open only to seniors and designed to be taken prior to the student teaching semester. This course is required for teacher licensure and taught in conjunction with SIED 454 and the general methods course. Three hours of lecture each week and a minimum of two required field trips. Requires participation in the recommended activities for professional learning and development. Fall semester.

454 Science Safety Seminar (1)

This one credit hour course is designed for the middle grades and secondary science teacher. It addresses science classroom and laboratory safety issues and teacher responsibilities regarding the creation of hazard-free learning experiences. Topics include but are not limited to: proper maintenance of living specimens (animal and botanical), the acquisition, storage and handling of chemicals and classroom consumables, acceptable use of lab ware, availability and use of safety equipment, safe laboratory operating procedures, field trip guidelines, and teacher liability.

Geological Sciences Course Listing (GEOL 000)

111 Physical Geology (4)

An introductory study of earth materials and land forms and the processes at work upon and within the earth. In the laboratory, emphasis will be placed on the identification of earth materials (minerals and rocks), large-scale movements of the earth's crust (plate tectonics) and the use of topographic maps. A partial list of topics includes: study of dwindling nonrenewable resources; geologic time; igneous, sedimentary, and metamorphic geology; geologic structures; the actions of wind, water, and glaciers. Three hours of lecture and two hours of laboratory. Prerequisites: None.

112 Historical Geology (4)

A history of the earth concerned with the changes in the earth's crust and the life that has existed upon that crust. Laboratory work will include study of fossils and an introduction to geologic maps. Three hours of lecture and two hours of laboratory. Prerequisite: GEOL 111.

221 Environmental Geology (4)

The geology applied to living. It involves the examination of how natural geologic processes, such as earthquakes, volcanic eruptions (internal processes), and flooding, shoreline and coastal processes, ice, wind, climate (surface processes) and use of minerals, energy, and water (resource processes) influence human activities sometimes causing homelessness, property damage, etc., and in some cases how human activities such as the pollution of water, air, and waste disposal (pollution processes) influence geologic processes. This course involves the examination of geologic hazards and what potential activities can be undertaken to minimize geologic disasters. Three hours of lecture and two hours of laboratory. Prerequisite: GEOL 111.

Business Administration

Professors: Dr. Hawkins (Dean of Business School), Dr. Hsiao, Dr. Mostashari (Associate Dean)

Associate Professors: Dr. Broadhurst (Associate Dean, Chair), Dr. Yonai (Lundy Professor)

Assistant Professors: Dr. Fubara, Dr. Harriss, Mr. Jones, Dr. Lawrence, Dr. Poole, Dr. Steckbeck

Instructors: Ms. Bryan, Mr. Creech, Mr. Dailey, Ms. Holliday, Ms. Pierce, Ms. Scott

Requirements for a Major in Business Administration (BBA) (CIP 52.0201)
ACCT 213, 214, any 300-level three semester hour accounting course; BADM 100, 125, 221, 222, 300, 313, 314, 331, 332, 336, 345, 468, six semester hours of business administration electives; ECON 201, 202, 453, six semester hours of economics electives. (The BADM and ECON electives must be selected from 300 or above courses).

Requirements for a Major in International Business (BBA) (CIP 52.1101) (Native Language – English)
ACCT 213, 214; BADM 100, 125, 221, 222, 300, 313, 314, 331, 332, 345, 468, 490, 558, 572; ECON 201, 202, 448, 449, 453; Foreign Language Electives 201, 202, 231, 232, and a 300-level foreign-literature course; POLS 229, 343, 345.

Requirements for a Major in International Business (BBA) (CIP 52.1101) (Native Language – Not English)
ACCT 213, 214, BADM 100, 125, 221, 222, 300, 313, 314, 331, 332, 336, 345, 468, 490, 558, 572; ECON 201, 202, 448, 449; 15 semester hours of School of Business or Area Study electives; POLS 229, 343.

Requirements for a Major in Marketing (BBA) (CIP 52.1401)
ACCT 213, 214, 325; BADM 100, 125, 221, 222, 300, 313, 314, 331, 332, 336, 345, 441 or 442, 445, 467, 572, and 574; ECON 201, 202, and 453, PSYC 222.

Requirements for a Major in General Business (AA) (CIP 52.0201)
ACCT 213, 214; BADM 125, 221, 222, 6 hours of BADM electives; ECON 201, 202; ENGL 100, 101, 101, 102, and one 200-level literature survey (ENGL 201, 202, 203, 204, 205 or 206); PE 111;, 185; ART, MUSC, or THEA 131; HIST 111, 112; MATH 111, 160; RELG 125, one laboratory science course from Biology, Chemistry, Environmental Science, or Physics, and three semester hours of unrestricted electives.

Requirements for a Minor in Business Administration
ACCT 213; BADM 221 or 222, 313, 314, 331, ECON 200 or 201 or 202 (no more than 6 hours of a major may be applied to the minor).

Requirements for a Minor in Management
BADM 331, 332, 336, 468, 6 hours of BADM 300 or above level course electives (no more than 6 hours of a major may be applied to the minor).

Requirements for a Minor in Marketing
BADM 313, 441, 442, 445, 6 hours of BADM 300 or above level course electives (no more than 6 hours in a major may be applied to the minor).

Business Administration Course Listing (BADM 000)

100 New Student Forum (1)
This course is designed to provide new students in the Lundy-Fetterman School of Business with an orientation to the nature of the college experience at Campbell University. Students will reflect on their individual strengths and develop goals for success in this educational process. An understanding of support resources within the Campbell University community is included as part of the course.

105 Current Topics and Issues in Business (3)
The nature and purpose of this course is to offer incoming freshmen an overview and economic analysis of current events to which they will apply the theories and models subsequently learned over their four years at the university.

125 Business Information Technology Applications (3)
A study of the fundamental components and operational capabilities of a computer system; the computer as a resource in business organizations; the general function and purpose of the microcomputer productivity tools; the use of word processing, electronic spreadsheet, data management software, and presentation program software. Emphasis is given to the lab assignments and hand's-on experience.

202 Business Skills Development (1)
The course will highlight the relationship between a good student and a good business leader. Emphasis will be placed on: time management; goal setting strategies; decision making processes; defining personal strengths and overcoming personal weaknesses; managing personal issues; conflict resolution; communication skills; and recognizing potential. This course is designed to promote strong leadership skills and organizational ability.

221-222 Business Law (3, 3)
The student is introduced to constitutional, criminal, and tort law as they apply to ordinary business transactions, with emphasis on contracts and negotiable instruments. Included are: the divisions of property, agency, partnerships, corporations, sales, and commercial paper. Emphasis is placed on the Uniform Commercial Code throughout the course.

300 The Philosophy of Business (3)
This course examines the philosophical and economic foundations of capitalism and entrepreneurship, with special emphasis on the role of business activity within this context. It also examines the effects of public policies that alter the economic outcomes that would otherwise occur as a result of this business activity. This requires the student to invoke basic economic theory, particularly supply and demand and opportunity cost analysis. This course also discusses the concepts of competition and monopoly, with a critical eye toward the standard theories of perfect competition and perfect monopoly. An alternative theory of entrepreneurial competition is analyzed and applied to antitrust policy. Prerequisites: ECON 201, ECON 202, and Junior standing.

313 Principles of Marketing (3)
A study of basic marketing principles with emphasis on customer behavior, marketing policies, programs, information, management, organizations, institutions, research, accounting concepts, and related economic theories. Case studies of various marketing activities are also included. Prerequisites: Junior standing.

314 Corporate Finance (3)
A study of the principles, methods, and problems relating to managing the currency and long-term financial needs of corporations. The topics studied include procedures for organizing a company; classes of securities; sources of funds; dividend policies; expansion and combination; insolvency and reorganization; government regulation; and organization and methods of the money and capital markets. Prerequisites: ACCT 214.

320 Financial Planning (3)
An overview of the financial planning process including: a study of the financial services industry; the marketing of financial services; ethical standards and regulations for financial planners; the economic environment of financial planning; financial and accounting fundamentals for financial planners; an integrative analysis of risk management, investment management, tax planning, retirement planning, and estate planning. Prerequisites: ACCT 214 and ECON 201.

331 Principles of Management (3)
A study of the basic fundamentals underlying efficient and effective application in planning and control of human and economic resources under the free enterprise system. Prerequisites: Junior standing.

332 Human Resources Management (3)
A study of policies, procedures, and techniques involved in the management of people so as to gain maximum rewards for the employee and the employer. Particular emphasis is placed upon managerial development and leadership. Prerequisites: BADM 331, or permission of instructor.

336 Business Communication (3)
A study of theory and practice in communication for business purposes. Focus is primarily in three areas: the theory, process, and problems of communication; development of effective internal communication and practice; development of effective external communication and practice. Prerequisites: Junior standing.

345 Quantitative Methods for Business and Economics (3)
This course intends to acquaint students with the role that quantitative methods play in business and economic decision making. It emphasizes, using computers and computer-assisted solution methods, the application of a wide variety of quantitative techniques to the solution of business and economic problems. Prerequisites: MATH 111 and MATH 160.

390 Small Group Leadership (1)
A course which introduces students to leadership skills for small groups and requires each student to participate actively as a small group leader.

433 Principles of Insurance (3)
A study of risk and insurance applied to handling of perils and hazards; covers fields of fire, property, casualty, auto, fidelity, life, and social insurance. Prerequisites: Junior standing and completion of BADM 222 or approval of instructor.

435 Principles of Real Estate (3)
Fundamental principles and problems of purchasing, owning, leasing, developing, and operating real estate; interests in realty, liens, contracts, deeds, titles, and recording as related to individuals and business organizations, and a study of the real estate market. Prerequisites: BADM 222 and ECON 202.

441 Retail Management (3)
A study of the activities associated with management, merchandising, and promotional activities in the competitive business environment associated with retail outlets. Topics include the market structure of retailing, consumer behavior and merchandising strategy, the financial tools to achieve profitability, and trends and current research in retailing. Prerequisites: BADM 313 and BADM 331.

442 Advertising (3)
An examination of advertising and promotional strategies for goods and services in for-profit and not-for-profit business environments. Topics include an analysis of the benefits of various media, the functions of advertising agencies, promotional strategies, and trends in current advertising research and applications in both domestic and international markets. Prerequisites: BADM 313.

445 Marketing Research (3)
An introduction to the fundamentals of research methodology and the usage of research in marketing decision-making. Topics include research design, sampling procedures, data collection methods, and alternate statistical methods for data analysis. Students will design and execute one or more individual and/or group research projects. Prerequisites: BADM 313, BADM 345, and MATH 160.

467 Strategic Marketing (3)
An integrative capstone course designed, using the case-studies approach, to bring all the marketing functional areas to bear on the analysis and solution of marketing problems. Prerequisites: Senior standing; BADM 441 or 442, BADM 445, BADM 572, and BADM 574.

468 Strategic Management (3)
An integrative capstone course designed, using the case-studies approach, to bring all the functional areas to bear on the analysis and solution of business problems. Prerequisites: Senior standing.

490 Business Internship (1-3)
Business-related employment experience with an approved organization. Related term paper required. Prerequisites: Junior standing; declared major in Business Administration, overall grade point average of 2.0 or greater, and completion of an independent study contract.

510 Business Foundations (9)
An accelerated course which includes management, marketing, accounting, econmics, quantitative methods, international business, and strategic management topics. Satisfies all prerequisite requirements for the MBA or MTWM programs.

530 Investment Analysis (3)
A study of security analysis, with an emphasis on fundamental analysis of equities and bonds. Specific topics include market efficiency and anomalies, security valuation, asset pricing models, equity and bond fundamentals, and the use of futures and options markets. Team project involving the analysis of an actual common stock is required. Prerequisites: Senior standing.

531 Advanced Investment Analysis (3)
A study of portfolio management, with an emphasis on customizing asset allocation strategies and tactics for individual and institutional investors. Modern Portfolio Theory is introduced and applied. Topics include bond management strategies, portfolio performance evaluation, international diversification, and the assessment of alternative investments. Team project involving the development of an investment plan and the management of an associated investment portfolio is required. Prerequisites: BADM 530 or approval of instructor.

554 Entrepreneurship Seminar (3)
A course designed to provide the student with practical knowledge in applying the principles of economics, marketing, and finance to the problems and challenges involved in starting and operating a new business. Topics include identifying and analyzing opportunities, obtaining financing, preparing a business plan, marketing a new product or service, and managing the new venture. Prerequisites: Senior standing.

556 Leadership Seminar (3)
Students will examine their leadership styles and their experiences as they take part in intense group problem-solving exercises. Students should develop self- awareness and insight into the interpersonal skills needed to be an effective leader. Guest speakers will also be utilized to discuss the type of leadership required for various types of business. Discussion, case studies, and student reports will be included. Prerequisites: Senior standing.

558 International Management (3)
Teaches operating across borders to deal with the following forces and issues in a global operating environment: product and service development, new competition, distribution challenges, macroeconomic and socioeconomic uncertainty, financial variables, legal differences, labor issues, a different political environment, and sociocultural-based management issues. Prerequisites: Senior standing.

560 The World of Business (3)
A course designed to relate business theory with real world applications. Business executives lead seminars, case studies, and group discussions. Prerequisites: Senior Standing.

565 Production and Operations Management (POM) (3)
An in-depth study of broad management issues of PO/M integrating the design and implementation of an effective production or delivery system for manufacturing and service organizations. Prerequisites: BADM 331 and BADM 345.

570 Professional Selling and Sales Management (3)
Today's sales force requires a continually evolving application of marketing principles. This course examines various personal selling and sales management issues, policies, and procedures. Topics include recruitment, training, motivation, compensation, and evaluation of the sales force and the relationship of sales to other marketing functions as well as other departments within the organization. Simulated sales skill applications along with practical individual and group case studies will be utilized throughout the course. Prerequisites: Senior standing.

572 Global Marketing (3)
The application of basic marketing concepts and principles of marketing around the world. Topics include the study of international trade and financial markets, multi-cultural social and economic conditions, political and legal aspects, and ethical issues associated with multinational marketing. Lectures will be supplemented with case analyses, and, when available, appropriate guest speakers will be invited to convey key aspects related to the global economy. Prerequisites: Senior standing.

574 Consumer Behavior (3)
A study of the buying decision process through an analysis of interdisciplinary behavioral science findings in the marketing context in order to more fully understand and predict reactions of consumers to marketing strategies. Prerequisites: BADM 313.

580 Special Topics in Business Administration (3)
This course will cover special topics in Business Administration as special needs arise. The course will enable student to stay informed about changed and topics of interest in the Business Administration profession. Prerequisites: Permission of the instructor.

590 Study Abroad (3)
An experiential learning course which provides students with an exposure to an understanding of the distinctive characteristics of global versus domestic operations in foreign settings under the supervision of an appropriate faculty member. Various functional areas of business are explored through various site visits and presentations in the selected foreign country or countries. Appropriate background readings and assignments are required, along with the preparation of a paper relating to the experience as determined by the instructor.

Chemistry and Physics

Chemistry and Physics

Professor: Dr. Jung (Emeritus)

Associate Professors: Dr. Bryan, Dr. Wells (Chair)

Assistant Professors: Dr. Blue, Dr. Coker, Mr. Ezell, Dr. Kesling

Instructors: Mr. Fedorchak

Lab Manager and Safety: Mrs. Elmore

Chemistry, Physics, and the General College Curriculum

Students may use chemistry or physics lab courses (four semester hours each) to fulfill four to eight semester hours of the general college science requirement. CHEM 101 and PHYS 231 are suggested for non – science majors. (See General College Curriculum requirements for details.)

Requirements for a Major in Chemistry (CIP 40.0501)

A candidate for a Bachelor's degree with a major in chemistry must, in addition to the General College Curriculum, complete with a "C" average or better at least 34 hours of chemistry courses, including: CHEM 111, 113, 215, 227, 228, 331, 334, 451, and 452 (plus a minimum of 4 hours CHEM electives 300 level or higher). Statistics (MATH 160), one year of calculus (MATH 122, 223), and one year of calculus-based physics (PHYS 251, 252) are required of all chemistry majors. Candidates who are considering graduate studies are recommended to take an additional year of math (MATH 224, 337) and CHEM 430 as an elective. Chemistry majors are also encouraged to select a minor complementary to the field in which they wish to work (e.g. Biology, Math/ITS, business or Communication Studies.)

Courses numbered above 300 may be offered only in alternate years. CHEM 430 (Biochemistry) is cross-listed with BIOL 430 and is taught in the biology department.

Requirements for a Minor in Chemistry

Students wishing a minor in Chemistry must complete with a "C" average or better at least 22 hours of chemistry courses including: CHEM 111, 113, 215, 227, and 228. The remaining hours may be obtained using any CHEM course numbered 300 or above (including seminars and research).

Requirements for a Major in Biochemistry (CIP 26.0202)

A candidate for the Bachelor's degree with a major in biochemistry must satisfactorily complete the following courses in biology and chemistry:

Biology requirements include BIOL 111, 201, 342, 350, 430 and 508 for a total of twenty-four semester hours.

Chemistry requirements include CHEM 111, 113, 215, 227, 228, and 334 for a total of twenty-four semester hours.

In addition, students are required to take one science seminar course (i.e. BIOL 451, CHEM 451 or CHEM 452) and 9 credit hours of electives selected from the following list: BIOL 205, BIOL 250, BIOL 315, BIOL 334, BIOL 335, BIOL 441, BIOL 465, CHEM 331, CHEM 441, CHEM 442, CHEM 445, CHEM 446, PHYS 341, PHYS 342. Research (BIOL 441, CHEM 445, and CHEM 446) cannot be taken for more than 4 of the 9 credits of biochemistry electives.

Two semesters of calculus (MATH 122, 223), statistics (MATH 160) and one year of calculus-based physics (PHYS 251, 252) are required of a biochemistry major. Candidates who are considering graduate studies are recommended to take an additional year of calculus and an additional 300 or 400-level BIOL or CHEM course as electives.

Requirements for a General Science Minor - Students wishing to obtain the General Science Minor must complete a total of 32 hours of laboratory science courses in the fields of physics, chemistry, and biology including:

Physics - 8 hours as defined below: PHYS 221 and 222; or PHYS 251 and 252; and

Chemistry - 16 hours as defined below: CHEM 111, 113, 227; and one of the following CHEM 215 or 228; and

Biological Sciences - 8 hours as defined below: BIOL 111 and one of the following: BIOL 201, BIOL 202, BIOL 203, BIOL/ENVS 204, BIOL 220, BIOL 221, BIOL 223, BIOL/ENVS 224, BIOL/ENVS 226, or BIOL/ENVS 241.

Chemistry Course Listing (CHEM 000)

100 Preparatory Chemistry (3)

A course designed for students who do not meet the science and math pre-requisites (or requirements), but are required to take CHEM 111. Highly recommend for students with little or no chemistry background. Note: Since this course has no laboratory, it does not fulfill the core curriculum science requirement. (Spring, Summer).

101 Elementary Chemistry I (4)

This course is designed to acquaint non-science majors with the fundamental subject matter of chemistry with intellectual integrity while minimizing esoteric theories and rigorous mathematics. Selected chemical concepts and principles will be developed. CHEM 101 will satisfy general degree requirements for the non-science majors; but cannot be used as elective hours by science majors who are required to take CHEM 111 and/or CHEM 113.

111 General Chemistry I (4)

This course is an introduction to fundamental chemical concepts including states of matter, physical and chemical properties, stoichiometry, atomic structure, bonding, chemical reactions, and chemical composition. An emphasis will be placed on atomic structure and its effects on the chemical and physical properties. (Fall and Summer).
Prerequisites*: Students must meet one of the following requirements to register for CHEM 111: 1) a math SAT score of greater than 450; 2) a score of greater than 50% on the TOLEDO placement exam (administered by Chemistry Department.); or 3) a grade of "C" or better in MATH 111, MATH 112, and CHEM 100.

*Note: Students not meeting the math requirements should take MATH 111 in the Fall followed by MATH 112 and CHEM 100 in the Spring.

113 General Chemistry II (4)
A continuation of CHEM 111. Emphasis will be placed on chemical and physical properties of solutions, chemical equilibria, acid/base equilibria, chemical kinetics, descriptive chemistry. Less emphasis will be placed on general thermodynamics and electrochemistry. (Spring and Summer) Prerequisite: A grade of C or better in CHEM 111.

215 Quantitative Analysis (4)
A course in the fundamental principles and techniques of chemical analysis. Topics include volumetric, spectrochemical, and chromatographic methods, as well as statistical interpretation of data. Prerequisite: A grade of C or better on CHEM 113. (Fall).

227, 228 Organic Chemistry I, II (4,4)
A mechanistic approach to the chemistry of aliphatic and aromatic organic compounds. Topics include spectroscopy, stereochemistry, lipids, carbohydrates, and proteins. Prerequisite for 227: A grade of C or better in CHEM 113. Prerequisite for 228: A grade of C or better in CHEM 227.

(Please Note: There is some evidence that women in their first trimester of pregnancy should avoid inhalation of some organic vapors.)

331 Inorganic Chemistry (4)
A course that is a blend of theoretical and descriptive inorganic chemistry. Topics to be considered include: bonding, acid-base properties of inorganic compounds, and transition metal chemistry. Laboratory preparations will be included. Prerequisite: CHEM 228. (Spring - alternate years).

334 Physical Chemistry (4)
An introduction to classical thermodynamics, kinetics, and equilibrium. Specific topics include studies of the states of matter, thermochemistry, entropy, and free energy. Some aspects of electrochemical phenomena and biochemical processes may also be included. Prerequisites: CHEM 228 and MATH 122.

430 Biochemistry (4) (BIOL 430)
An investigation of the properties and structures of organic molecules, with an emphasis on proteins and nucleic acid and how they relate to cellular structure and function. Three lecture and three laboratory hours each week. (Fall). Prerequisites: BIOL 111, BIOL 201, and CHEM 227.

441, 442 Special Topics in Chemistry (2-4)
An advanced topic of special interest designed to supplement material covered in lower level courses by including current literature. Topics vary by semester. (Fall, Spring) Prerequisites: CHEM 215, CHEM 228.

445, 446 Chemical Research (2-4)
An upper-division student in good standing is urged to pursue an experimental research project with the guidance of any member of the chemistry faculty chosen by the student. It is recommended that such projects be initiated in the fall semester.

451, 452 Literature Seminar (1,1)
Senior chemistry majors are required to participate for two semesters; others are encouraged to attend. (Fall and Spring).

Physics Course Listing (PHYS 000)

221, 222 General Physics I and II (4,4)
An algebra/trigonometry-based study of classical mechanics, heat, sound, electricity, optics and nuclear phenomena. Laboratory work is coordinated with lectures. Intended for those interested in the quantitative investigation of the natural world. Prerequisite: MATH 112.

231 Introduction to Astronomy (4)
This covers the structure of the Universe we live in as well as the history of this oldest of sciences. Included is a study of the Earth/Moon system, the Solar System, the Milky Way, and Deep Space Objects. Because of the nighttime lab, this course is only offered in the Spring semester. Prerequisite: MATH 112 or permission of the instructor.

251, 252 Fundamentals of Physics I and II (4,4)
A calculus-based study of classical mechanics, heat, sound, electricity, optics and nuclear phenomena. Differential and integral calculus is used in conceptual development and problem-solving. Laboratory work is coordinated with lectures. Intended for biochemistry, chemistry and math majors . Prerequisite: MATH 122.

341, 342 Special Topics in Physics (2-4)
An advanced topic of special interest designed to supplement material covered in lower level courses by including current literature. May include a lab component. Topics vary by semester. (Fall, Spring) Prerequisites: PHYS 221/222 or PHYS 251/252.

Forensic Science Course Listing (FNSC 000)
Forensic science courses with laboratory may be taken to meet the general college curriculum science requirement. Forensic science courses cannot be taken as biology or chemistry electives.

101 Introduction to Forensic Science (4)
An introduction to the fundamental concepts of forensics science. The use of science and technology to solve crime will be the major thrust of the course. Major topics emphasized include: crime scene analysis, evidence collection and analysis, and legal issues surrounding forensic science. The laboratory work will explore the science behind evidence analysis. The course is team-taught by members of the Criminal Justice, Biology, and Chemistry/Physics Departments. The course qualifies as a General College Curriculum.

Clinical Research

Associate Professors: Dr. Jamerson, Col. Pickard, Dr. Stough, and Dr. Taylor

Assistant Professors: Dr. Holland, Dr. Johnson, Dr. Rich, Mr. Schmid, Dr. Sutton, and Dr. Tseng

Visiting Associate Professors: Dr. Chapman and Dr. Fuller-Moore

Adjunct Faculty: Mr. Colletti, Ms. Jackson, Mr. Litavecz, and Mr. Moore.

Major in Clinical Research (CIP 51.2006)

Clinical research is a branch of medical science that determines the safety and effectiveness of medications, devices, diagnostic products, and treatment regimens intended for human use. It is also concerned with investigating the influence of population and biological diversity as well as disease states on responses to treatment. The results of clinical research studies (especially clinical trials) are essential for gaining approval for marketing new medications and devices or new indications of existing products from regulatory agencies throughout the world.

The objective of the major is to prepare students for distinguished careers in clinical research. Graduates of this program are expected to play a wide variety of roles in the clinical research and the drug development process. Clinical research has emerged as a multidisciplinary enterprise that requires a highly trained team of scientists and clinical research support staff serving a variety of functions. This novel program, developed through the efforts of the College of Pharmacy & Health Sciences faculty, adjunct faculty, and corporate partners provides BS students with the didactic and experiential training necessary for the development of diverse careers as clinical researchers in contract research organizations (CROs), pharmaceutical companies, government agencies, or academia. The growing demand for high-quality clinical monitors and study coordinators suggests that students from this program will receive excellent employment opportunities immediately following graduation.

Candidates for the BS degree with a major in clinical research must complete a minimum of 48.5 hours in clinical research courses which include CLNR 326, 328, 341, 324, 330/440, 334/336, 363, 364, 365/465, 379, 416, 420, 442, 450, and 451. In addition, students must also complete the General College Curriculum, including two Math courses numbered 111 or higher (or MATH 122), two Religion courses, and the following ancillary courses: BIOL 111, 221 and two Biomedical Biology electives, CHEM 111, 113, 227 and 228.

Clinical Research Course Listing (CLNR 000)

324 Experimental Design & Biostatistics (4)
This course is intended to provide students with the basic knowledge of descriptive statistics, probability theory, hypothesis testing, and other selected statistical methods including parametric and non-parametric tests for differences in central tendency, paired comparisons, simple linear regression and one-way analysis of variance. Also discussed is the importance of appropriate statistical design in the development of experimental protocols. Prerequisites: MATH 111 or 122 (or equivalence).

326 Principles of Clinical Biochemistry (3)
This course discusses the basic biochemical principles of quantitative analysis utilized in common clinical laboratory tests. An introduction to interpretation of abnormal clinical laboratory values is presented. Quantitative aspects of nutrition are presented, and regulatory effects of various hormones are described. Prerequisites: CHEM 227 & 228.

328 Introduction to Pharmacology (4)
The basic principles of pharmacology and toxicology are covered through discussion of the responses of biological systems to drugs and chemicals. The course also considers the absorption, distribution, metabolism, and excretion of xenobiotics and how these factors relate to drug action. Prerequisite: BIOL 221.

330/440 Regulatory Affairs I/II (2/2)
This course provides an introductory overview of the global regulatory requirements for clinical research involving investigational drugs and/or devices. Students will gain an understanding of the need for regulation and have an opportunity to examine historical events, which may provide a preview for future worldwide requirements. Emphasis is placed on pre-clinical and early phase clinical investigations conducted under the requirements of Good Laboratory Practices (GLPs) and Good Clinical Practices (GCPs). Prerequisites: CLNR 363 & 364; CLNR 330 must be taken before CLNR 440.

334/336 Scientific Literature Seminar I/II (1/1)
Students are introduced to literature searching and critical analysis techniques. This course promotes the formulation of critical thinking approaches. Special emphasis is placed on communication techniques. Students apply their knowledge and skill in the form of written and oral presentations developed by researching the current pharmaceutical and biomedical literature. Prerequisite: CLNR 451; CLNR 334 must be taken before CLNR 336.

341 Medical Terminology (1)
This course is designed to introduce students to the language of the clinical research and medical communities. Instruction will engage students and provide them an opportunity to learn, understand, and apply the terminology in context of clinical research and medical settings.

363 New Product Development (2)
This course provides an overview of the broad field of new drug development. While primarily designed to give students the basic knowledge required for subsequent courses in clinical research, it will also support the student's consideration of subsequent career choices. The course will cover the process of drug development from early research, discovery, and product formulation, through the requirements for proving safety and efficacy. Marketing and promotional considerations necessary for the successful introduction of a product into the marketplace will be discussed, as will the external influences that may alter the drug development process in the global market place of the twenty-first century.

364 Principles of Clinical Research (2)
This course will begin by defining clinical research and explaining why it is conducted. It will then progress to describe the different environments in which clinical research is conducted, the various research approaches that are used, and the ways in which research results are applied. The course will also describe how clinical research is used to evaluate strategies in medical practice, and how new drugs, devices, biologics, and potential environmental toxins are studied. In addition to discussing patient confidentiality issues, consideration will be given to the impact of politics and advocacy on research priorities and to evolutionary trends in the pharmaceutical, biologic and device industry.

365/465 Managing/Monitoring Clinical Trials I/II (2/2)
This course is the first in a two-semester sequence designed to provide a theoretical and practical overview of the principles of managing and monitoring clinical trials. The purpose of this course is to provide students with a comprehensive understanding of clinical trial methodology in order to prepare them for a career in clinical research. The multiple practice environments in which clinical research is conducted will be described and the various roles of involved personnel will be discussed. This course will cover clinical protocols and data collection strategies (e.g. case report forms), and an overview of regulations relevant to clinical trials including responsibilities of sponsors, investigators, institutional review boards (IRBs), and contract research organizations. In addition, students will become familiar with Good Clinical Practices (GCPs), Standard Operating Procedures (SOPs), the quality assurance process (QA), and FDA audits. Prerequisites: CLNR 363 & 364; CLNR 365 must be taken before CLNR 465.

379/379L Physical & Clinical Assessment (2)
This course is designed to introduce students to the basic principles and techniques of history taking and physical examination. Students in this course have an opportunity to develop the skills necessary to adequately follow the patient using physical assessment parameters and to monitor drug therapy when appropriate. Prerequisite: BIOL 221.

416 Senior Seminar (1)
Senior Seminar provides a forum through which students chronicle their internship experience. Students present an overview of the clinical site at which they worked and provide a synopsis of their role in the organization. The student will present his/her findings from the internship to the faculty and students. Co-requisite: CLNR 420.

420 Senior Internship (14)
The internship provides practical experience at one or more clinical research sites. Students and participating institutions are matched to provide a comprehensive work experience. Co-requisite: CLNR 416.

442 Interpersonal Skills (2)
Skills such as negotiation, written and verbal communication, managing meetings, facilitation, influencing without authority, and assertiveness are often key determinants of success in the workplace. In order to teach students how to be more effective in their careers, students will be coached and evaluated on their ability to plan, conduct and/or facilitate meetings, generate effective communications, and foster effective listening, assertion, and influencing skills. Strategies that are successful during conflictive encounters will be stressed. In addition, students will be exposed to effective techniques used in the selection, mentoring, and management of employees including gender and cultural differences.

450 Data Management (2)
This course covers topics such as the role of data management in clinical trials and the duties of the Clinical Data Coordinator. Topics include organization, collection, review, and tracking of data. Coding of adverse drug experiences, drugs and disease states, and standardized terminology are also considered. Prerequisites: CLNR 363 & 364.

451 Scientific & Technical Writing (1.5)
The roles and responsibilities involved in scientific and technical writing are discussed in terms of types of reports and other documents that will be encountered. Examples from relevant practice settings are reviewed in class and practical exercises presented with opportunities for developing and critiquing assignments.

Communication Studies

Professor: Dr. Smith

Associate Professor: Dr. Johnson

Assistant Professor: Dr. Farmer (Chair)

Adjunct Faculty: Ms. Cava, Mr. Kenny, Ms. Lilley, Ms. McCoy, Ms. Soper

The Department of Communication Studies prepares students to explore the practice of human communication and production of mediated communication as thinkers and practitioners. Students can specialize in areas such as public relations, health communication, broadcasting and electronic media, advertising, and journalism; or engage in a combination of tracks as a generalist. The program examines the nature of communication, theories and practical application of theories through production of communication artifacts, communication ethics and faith, and strategies to excel in human and mediated communication contexts.

Requirements for a Major in Communication Studies

Communication Studies majors may specialize in one of six concentrations: broadcasting and electronic media (television, radio, and other electronic and new media); public relations (internal and external publics); health communication; advertising (account services and creative services); journalism (newspaper, magazine, and electronic); or as a generalist. As stated in the general academic regulations, communication studies majors must have a "C" or better in each course in the major.

Advertising (CIP 09.0903)

Core: COMM 150 or 280, 160, 170, 370, 390 and 450 or 470
Concentration Introduction: COMM 213
Production Segment (one of the following courses): COMM 227, 327/327L, 381, or 411
Writing Segment: COMM 223
Research Segment (one of the following courses): COMM 310 or 380
Departmental Electives: Six hours of communication studies courses at the 200-level or higher, with at least three hours at the 300-level or higher.

Broadcasting and Electronic Media (CIP 09.0701)

Core: COMM 150 or 280, 160, 170, 370, 390 and 450 or 470
Concentration Introduction: COMM 207
Production Segment (one of the following courses): COMM 227 or 327/327L
Writing Segment: COMM 217
Research Segment (one of the following courses): COMM 310 or 380
Departmental Electives: Six hours of communication studies courses at the 200-level or higher, with at least three hours at the 300-level or higher.

Generalist (CIP 09.01999)

Core: COMM 150 or 280, 160, 170, 370, 390 and 450 or 470
Concentration Introduction: (one of the following courses): COMM 207, 211, 212 or 213
Production Segment (one of the following courses): COMM 227, 242, 272, 312, 327/327L, 381, or 411
Writing Segment: (one of the following courses): COMM 217, 222, 223 or 251
Research Segment (one of the following courses): COMM 310 or 380

Departmental Electives: Six hours of communication studies courses at the 200-level or higher, with at least three hours at the 300-level or higher.

Health Communication (CIP 09.0905)
Core: COMM 280, 160, 170, 240, 370, 390, and 450 or 470
Concentration Core: COMM 211 and 391
Production Segment (one of the following courses): COMM 327/327L, 381, or 411
Research Segment: COMM 310 or 380
Concentration Elective (one of the following courses): COMM 261, 311, or 401
Additional GCC Restrictions:
Religion: RELG 125 and 251
Social Sciences (two of the following courses):
ECON 200, ECON 201, ECON 202, POLS 229, POLS 230 , POLS 232 , POLS 337 , POLS 338, POLS 442, HIST 305, HIST 306, HIST 322, HIST 351, HIST 352, HIST 353, HIST 354, HIST 357, PSYC 222, PSYC 232, PSYC 260, PSYC 364, PSYC 365, PSYC 369, PSYC 372, PSYC 461, SOCI 225, SOCI 226, SOCI 345
Natural Sciences: two courses with labs in BIO, CHEM, or PHYS 111 or higher

Journalism (CIP 09.0401)
Core: COMM 150 or 280, 160, 170, 370, 390 and 450 or 470
Concentration Introduction: COMM 212
Production Segment (one of the following courses): COMM 242, 272, or 312
Writing Segment: COMM 222
Research Segment (one of the following courses): COMM 310 or 380
Departmental Electives: Six hours of communication studies courses at the 200-level or higher, with at least three hours at the 300-level or higher.

Public Relations (CIP 09.0902)
Core: COMM 150 or 280, 160, 170, 370, 390 and 450 or 470
Concentration Introduction: COMM 211
Production Segment (one of the following courses): COMM 227, 327/327L, 381, or 411
Writing Segment: COMM 251
Research Segment (one of the following courses): COMM 310 or 380
Departmental Electives: Six hours of communication studies courses at the 200-level or higher, with at least three hours at the 300-level or higher.

Requirements for a Minor in Communication Studies
A minor in communication studies requires the completion of COMM 150 or 280, COMM 160, COMM 170, a sequence introduction, writing, and production segment and three additional hours applicable to that sequence.

Communication Studies Course Listing (COMM 000)

150 Introduction to Communication Studies (3)
Origins and structures of human communication, its roles in society, and selected theories of communication.

160 Presentational Speaking (3)
Presentational skills, voice and diction for the communication professional. Students will complete three speaking performances.

170 Writing for the Mass Media (3)
Fundamentals of writing for the mass media; instruction in grammar, spelling, punctuation, and word usage for media.

207 Introduction to Broadcasting and Electronic Media (3)
Survey of radio and television, including the history of the industries, programming, sales, management and regulation; prerequisite for all other broadcast courses. Prerequisites: COMM 150 or 280, 160 and Co-requisite: COMM 170.

211 Introduction to Public Relations (3)
Introduces students to the public relations process, the role of public relations in contemporary American society, and job skills utilized in the field and the job assignments of public relations professionals; prerequisite for all other public relations courses. Prerequisites: COMM 150 or 280, 160 and Co-requisite: COMM 170.

212 Introduction to Journalism (3)
Basic skills of journalism; recognition, understanding, reporting, and writing news. The Associated Press Stylebook is emphasized; prerequisite for all other journalism courses. Prerequisites: COMM 150 or 280, 160 and Co-requisite: COMM 170.

213 Introduction to Advertising (3)
Basics of advertising: history, theory, practice, and ethics; types of advertisers; methods of advertising; prerequisite for all other advertising courses. Prerequisites: COMM 150 or 280, 160 and Co-requisite: COMM 170.

217 Writing for Broadcasting and Electronic Media (3)
Process of broadcast writing: concept development, script/storyboard preparation and message propagation. Prerequisite: COMM 207.

221 Web Page Design (3)
Principles and techniques of effective Web page design; HTML; Photoshop; students create and display their Web pages on the Internet.

222 Reporting (3)
Basic skills for entry-level reporting positions with newspapers; information gathering; news judgment, documentation; news writing. Prerequisite: COMM 212.

223 Advertising Copy Writing (3)
Practical and creative skills required for advertising writing. Prerequisite: COMM 213.

227 Radio Production (3)
Equipment operation; field and studio recording; editing; production techniques; students produce a variety of radio programming elements. Prerequisite: COMM 217.

233 Introduction to Photography (3)
Basics of digital photography; shooting; lighting; production; use of Adobe Photoshop; prerequisite for all other photography courses.

237 Electronic News Gathering (3)
Basic skills required to operate portable television equipment and linear video editing systems; emphasis on the process of shooting and editing a television news story. Prerequisite: COMM 217.

240 Interpersonal Communication (3)
Application of interpersonal and cultural communication concepts and research findings to human and mediated communication environments.

242 Features (3)
Requirements of magazine and newspaper feature writing; recognition, shaping, reporting, and writing of feature ideas in publishable form. Prerequisite: COMM 212.

251 Public Relations Writing (3)
Reasons for and use of various styles of writing utilized in public relations; intensive writing; emphasis on style, message clarity and appropriateness. Prerequisite: COMM 211.

261 Team and Small Group Communication (3)
Theory and practice of effective communication in small groups, including stages of group development, role emergence, leadership functions, decision-making strategies, conflict management, and the significance of power.

272 Copy Editing (3)
Basic copy editing skills; news judgment, proofing, copy correction, headline writing, and the other functions of the copy desk. Prerequisite: COMM 212.

280 Introduction to Communication Theory (3)
Identify the purposes, history, and practical application of key social and rhetorical theories of communication through reading and discussing classic works of communication theory.

298 Independent Study in Communication (3)
Special projects in communication developed under the direction of a faculty member on a tutorial basis. Prerequisite: Must have permission of department to enroll.

299 Special Topics in Communication (3)
Guided research or experimental classes at the sophomore level concerning a topic determined by the instructor. Prerequisite: Must have permission of the instructor to enroll.

302 Sports Reporting (3)
Basics of broadcast sports reporting: gathering/writing, sports presentation skills, sports production and sportscast production; students will locate and cover local and campus sports events, write original sports stories, conduct/produce an interview, and assist in the production of a game broadcast. Registration requires permission of instructor. Prerequisites: COMM 170.

303 Media Buying (3)
Audience estimates and the purchasing of media space and time; study of survey research, frequency and quintal distribution, interpretation of statistical data, demography, and psychographics. Prerequisite: COMM 213.

310 Quantitative Research Methods (3)
Role of quantitative research in effective communication; understanding and applying research, hypothesis development, research project design, instrument design, data acquisition, analysis, interpretation, application and evaluation. Prerequisites: COMM 207, 211, 212 or 213.

311 Introduction to Persuasion (3)
Persuasion as an influencing agent upon human behavior; use of critical method to evaluate persuasion and persuasive campaigns.

312 Advanced Journalism (3)
Specialized reporting skills and techniques; advanced skills in journalistic interviewing, observing, and conducting surveys; basics of interpretive, analytical, and investigative reporting. Prerequisite: COMM 212.

327 Studio Television Production (3)
Basic elements of studio television production: the principles of videography, camera operation, lighting, audio, and production management. Students must take COMM 327 and COMM 327L during the same semester. Prerequisite/Co-requisite: At least one of the following: COMM 217, or permission of the instructor.

327L Studio Television Production Lab (0)
Work with studio cameras, audio equipment, lighting grid, switcher, VTRs, and character generator to produce a variety of video programs. Students must take COMM 327 and COMM 327L during the same semester.

347 Digital Video Production (3)
Scripting, producing, directing, and editing of longer form, non-news television programs using the tools of digital electronic field production (EFP). Lectures and arranged labs teach the fundamentals of EFP camera operation, lighting, audio, digital editing, and other post-production tools. Each student will participate in origination of two portfolio-worth video productions. Prerequisite/Co-requisite: At least one of the following: COMM 217, or permission of the instructor.

370 Communication Ethics (3)
Examines major issues faced by professionals in communication industries; defamation, regulation, public service, media ownership, and ethical codes. Prerequisites: COMM 207, 211, 212 or 213.

380 Qualitative Research Methods (3)
Theoretical perspectives that underpin qualitative study of communication phenomena and the specific approaches to conducting research that have grown out of those perspectives; collection of capta/data for communication research by engaging in participant observation research; emphasis on observing and interviewing in a field setting. Prerequisites: COMM 207, 211, 212 or 213.

381 Publication Design (3)
Development of basic design competence; creation of basic and advanced publication formats, such as multi-fold pamphlets and brochures, newsletters, logotypes, and small-format newspapers. Prerequisites: COMM 207, 211, 212 or 213.

382 Communication History (3)
Survey course designed to enable students to become conversant with the people, events, trends and ideas that have contributed to practice of communication in American society; social, political and intellectual environment; theoretical and methodological perspectives and tools historiographers use in analysis and evaluation of historical research. Prerequisites: COMM 207, 211, 212 or 213.

390 Organizational Communication (3)
Principles of organizational communication; foundations of organizational communication in organizational theory, the relationship of communication, interpersonal relationships and media, the dynamics of organizational culture. Prerequisites: COMM 207, 211, 212 or 213.

391 Health Communication (3)
Issues in the theory and practice of health communication. Topics include provider-patient communication; communication training for health professionals; communication in support systems for the elderly, disabled, and terminally ill; culture and diversity issues in communication of health information; health communication in healthcare organization, mass and new media technologies in health communication, risk and crisis communication; and communication in community/consumer health education and campaigns. Prerequisites: COMM 240, COMM 280, or Junior Standing.

401 Problems in Public Relations (3)
Organizational change, the philosophy of systems, cultural as well as functionalistic philosophy of public relations and communication management and conceptualize a unifying public relations and communication management theory; emphasis on overcoming current public relations and communication management problems. Prerequisite: COMM 211.

410 Media Criticism (3)
Theoretical perspectives about sources, effects, and ideologies of the information media; how to formulate and evaluate theory-based research questions concerning aspects of the information media; conducting in-depth academic research projects on information media phenomena; critical analysis of the performance of contemporary public argument. Prerequisites: COMM 207, 211, 212 or 213.

411 Converged Media Design (3)
Basics of converged media design for the communication professions; history and aesthetics of converged design. Prerequisites: One of the following: COMM 217, 222, 223, or 251

420 Communication Law (3)
Legal concepts that shape the development and operation of each communication industry. Prerequisites: COMM 207, 211, 212 or 213.

450 Internship (3)
Supervised off-campus work projects with approved agencies; requirements include regularly scheduled weekly on-campus course meeting. Through the internship, students gain practical skills, employment contacts and work experience. Prerequisites: COMM 150 or 280, 160 and 170; COMM 207, 211, 212, or

213; COMM 217, 222, 223, or 251; COMM 227, 242, 272, 312, 327, 347, 381 or 411; a major GPA of 3.0 and an overall GPA of 2.5, Junior Standing and approval of the department's internship director.

470 Capstone Seminar (3)
Culmination of the students' education in communication; opportunity to showcase skills gained and concepts learned; student teams will collaborate on a cross-sequence project. The campaign produced will provide portfolio material as evidence of communication knowledge and abilities. Prerequisite: COMM 150 or 280, 160, and 170; COMM 207, 211, 212, or 213; COMM 217, 222, 223, or 251; COMM 227, 242, 312, 327, 347, 381, or 411; COMM 310 or 380; COMM 390. Co-requisite: COMM 370.

471 Newspaper Practicum (1)
472 Newspaper Practicum (2)
473 Newspaper Practicum (3)
Students gain practical skills and work experience with the campus newspaper, The Campbell Times. Staff members serve in editorial, reporting, or sales positions. Registration requires the permission of the adviser. A maximum of three hours can be applied to the major.

476 Yearbook Practicum (1)
477 Yearbook Practicum (2)
478 Yearbook Practicum (3)
The University's yearbook, The Pine Burr, is produced in this course. Students gain practical skills and experience on the yearbook staff through editorial and reporting positions. Registration requires the permission of the adviser. A maximum of three hours can be applied to the major.

498 Advanced Independent Study in Communication (3)
Special projects in communication developed under the direction of a faculty member on a tutorial basis. Prerequisites: Must be junior or senior majoring in communication. Must have permission of department to enroll.

499 Advanced Topics in Communication (3)
Advanced study of contemporary theories, methods, practices, processes, or issues related to the field of communication. Topic varies. Prerequisites: COMM 207, 211, 212 or 213; Junior Standing; or permission of the instructor.

Criminal Justice

Instructor: Ms. Cowling (Interim Director of Criminal Justice)

Visiting Associate Professor: Dr. Gray

Adjunct: Ms. Wood, Mr. Bidwell

Requirements for a B.A. in Criminal Justice Administration (CIP 43.0103)

Students who wish to acquire a Bachelor of Arts degree with a major in Criminal Justice Administration must, in addition to the General College Curriculum, complete the following courses with a "C" average or better in the major: CRIM 231, 232, 270, 280, 339, 360, 361, 362, 430, 440 or 441, 454, and 482; and 6 hours of Criminal Justice electives from any of the following courses: CRIM 300, 310, 315, 420, 458, 470, 472, 475 or 490. Additionally, students must complete POLS 229, 230, and 260; HIST 221 and 222; THEA 115; and 12 hours of electives. Criminal Justice majors are strongly encouraged to use their elective hours to select a minor or other concentration that is complementary to the field in which they wish to work. Electives should be selected in consultation with their adviser.

Requirements for a B.A. in Criminal Justice Administration with a Concentration in Homeland Security (CIP 43.0103)

Students who wish to acquire a Bachelor of Arts degree with a major in Criminal Justice Administration must, in addition to the General College Curriculum, complete the following courses with a "C" average or better in the major: CRIM 231, 232, 270, 280, 339, 360, 361, 362, 430, 440 or 441, 454, and 482; and 15 hours of Homeland Security courses: CRIM 470, 472, 490, POLS 332 and one of the following: ITS 460, or HIST 322, 342,351, 352, 353, 354, or 357. In addition, students must complete POLS 229, 230, and 260; HIST 221 and 222; THEA 115; and 12 hours of electives. Criminal Justice majors are strongly encouraged to use their elective hours to select a minor or other concentration that is complementary to the field in which they wish to work. Electives should be selected in consultation with their adviser.

Requirements for a Minor in Criminal Justice Administration

Students who wish to minor in Criminal Justice Administration must complete the following courses with a "C" average or better: CRIM 231, 232, 270, 280, 339, and 440 or 441, as well as POLS 229. Additionally, students must complete 9 hours of electives from any of the following courses: CRIM 300, 310, 315, 339, 360, 361, 362, 420, 430, 470, 472, 475 or 490.

Requirements for a B.S. with a Major in Social Sciences (Concentration in Criminal Justice Administration) (CIP 45.0103)

Candidates must complete with a "C" average or better, at least 54 semester hours in the social sciences distributed as follows: CRIM 231, 232, 270, 280, 339, and 440 or 441. Additionally, students must complete 9 hours of electives from any of the following classes: CRIM 300, 310, 315, 360, 361, 362, 420, 430, 470, 472, 475 or 490. The student must complete 12 hours of history (111-112, 221-222) and six hours each in economics, political science and sociology.

Requirements for a B.S. with a Major in Social Sciences (Concentration in Homeland Security (CIP 45.0103)

Candidates must complete with a "C" average or better, at least 54 semester hours in the social sciences distributed as follows: CRIM 231, 232, 270, 280, 339, and 440 or 441. Additionally, students must complete the following 15 hours of Homeland Security courses: CRIM 470, 472, 490, POLS 332 and

one of the following: HIST 322, 342,351, 352, 353, 354, or 357. The student must complete 12 hours of history (111-112, 221-222) and six hours each in economics, political science and sociology.

Criminal Justice Administration Course Listing (CRIM 000)

231 Introduction to Criminal Justice (3)
This course will cover the basics of the criminal justice system. Students will learn about the structure of the criminal justice system and the basic components of law enforcement, courts, and corrections. Students will get a close up look at the criminal justice system and be able to explain how criminal justice works on a practical basis. Students will evaluate the effectiveness of the criminal justice system. Students will also become familiar with the various participants in the criminal justice system and will ultimately come away with a clear concept of what their future role in this system will be, and how they can assist in the smooth workings of the system. Prerequisite: None.

232 Introduction to Criminology (3)
This course will provide an in-depth analysis of criminality, including the etiology (origin) of crime, and the extent and nature of crime within American society. The primary theories of criminality will be critiqued. Prerequisite: None.

270 Courts and Procedures (3)
This course is a study of the working and structure of the United States Court System. Students will study the federal court system as well as the North Carolina court system. Students will study the concepts of jurisdiction and appeals as well as the actual structure of a trial. Prerequisites: None.

280 Introduction to Law Enforcement (3)
This survey course will acquaint students with the various historical and operational aspects of the law enforcement process including an analysis of several intractable and endemic problems of policing a free society. Prerequisite: None.

300 Introduction to Law (3) (Also Political Science 300, History 300)
This course is a comprehensive introduction to the American legal system; the role of the courts, legislature and administrative agencies in the legal system; major substantive areas of law; legal reasoning, legal writing and legal research. The course will focus on legal writing, and students will be introduced to the legal research and the "Socratic Method." Through lectures from faculty members of the Campbell University, Norman Adrian Wiggins School of Law, students will be exposed to the course traditionally taught during the first year of law school and other courses of particular interest in today's society. In addition to acquiring basic legal knowledge and skills, students should gain valuable insight into whether they want to attend law school and enter the legal profession. For those students who do ultimately attend law school, the course should prove beneficial in their transition from undergraduate to professional study. Prerequisites: POLS 229, 230, and junior status.

310 Victimology (3)
This course will examine various issues attending victimology, including, but not limited to: critical issues in the measurement of victimization, victimization characteristics, the victim's role and experience in the criminal justice system, emerging victim compensation and restitution programs, domestic violence, how to prevent personal victimization, and issues of restorative justice. Contemporary political, philosophical, social, legal, and administrative issues facing victims will also be addressed. Prerequisite: Completion of at least 12 hours of criminal justice courses.

315 Youth at Risk (3)
This course will examine various issues surrounding youth-at-risk. This course will give students a better understanding of certain risk factors and characteristics of youth-at-risk, in addition to, the most significant problems faced by this population. Important concepts to be examined include: parental responsibility, learning disabilities, internet dangers, peer pressure, school violence, and substance abuse. By the end of the course, students will be able to articulate how these elements play a role in youth becoming "at-risk."

339 Ethics in Government (3) (Also Political Science 339)
This course will help students better understand the ethical and moral dilemmas pressed upon governmental employees in today's society. The most notable approaches to ethics, values, and morality in government and criminal justice by prominent theorists in the field will be studied. Important concepts will be examined, such as administrative responsibility, mental attitudes, public interest, personal codes, paradoxes of procedure, and ethical and moral values systems. Prerequisites: POLS 229 and 230.

350 Evidence (3)
In this course, students will learn the basic rules and procedures of the admission of evidence. Students will examine the structure and form of the court system and its participants. They will also examine admissible evidence gained by law enforcement with and without warrants. Students will examine the various forms and types of evidence to be admitted. They will examine expert and lay witnesses, privileges, and the form of examining witnesses. Finally, students will also examine relevance, authentication, and hearsay and its exceptions. Prerequisites: CRIM 231 and 232.

360 Criminal Justice Administration (3)
This course is a study of the theory, principles, and concepts of effective administration as they relate to criminal justice organizations. Topics include management theory, organizational behavior, organizational structure, communication behavior, policy-making, planning, decision making, personnel management, manpower allocation, and productivity. Upon completion, students will be able to apply management theory, concepts, and principles in a criminal justice type/related organization. Prerequisite: CRIM 231.

361 Criminal Law (3)
This course will cover the basics of criminal law. Elements of murder, violent crime, property crime, computer crimes, offenses against the government, morality offenses and laws against terrorism will be studied. In addition, inchoate offenses will be examined and defenses to crimes will be considered including justifications and excuses. Punishment and sentencing will also be examined. Basic vocabulary will be developed. Students will learn how to brief case opinions to understand court rulings. Oral presentation skills will be improved by having students present their briefs to the class. Prerequisites: CRIM 231and POLS 229.

362 Juvenile Justice (3)
This course will acquaint students with various theories of delinquency, street gangs, school violence, and the institutional and community-based approaches of dealing with juveniles. Prerequisites: CRIM 231 and 232.

363 Community Corrections (3)
This course focuses on correctional procedures, practices, strategies and personnel regarding probation, parole, juveniles, diversion, and other innovative correctional approaches applied in a community setting.

420 Criminal Investigation (3)
This course will acquaint the student with the various procedures of basic criminal investigation. The course focuses on the techniques used by all investigators who are called upon to reconstruct major criminal offenses and collect evidence from crime scenes. Some criminalistic and forensic aspects will also be introduced. Prerequisite: Completion of at least 12 hours of criminal justice courses or permission of instructor.

430 Correctional Philosophies and Issues (3)
This course is an in-depth survey of various correctional philosophies and issues, including discussion of how philosophies have been translated into policies that favor incarceration. The history of corrections in American will be reviewed. The impact of societal structures, organizations, and beliefs will be discussed in relation to the formulation and execution of correctional philosophies. Prerequisites: CRIM 231 and 360, or permission of instructor.

440 Theories of Justice (3)
This course will give students an understanding of the major endemic controversies surrounding the field of criminal justice. Included will be an in-depth critical analysis of how world-views are formed, what a Christian view of justice entails, and how that view of justice differs from both classical and contemporary views of justice. Additionally, various policy developments that focus on particular criminal justice issues will be examined. Prerequisites: CRIM 231 and 232, and junior status.

441 Criminal Justice Policy (3)
This course is designed to familiarize students with criminal justice policy by providing an overview of the formation, implementation, quantitative and qualitative evaluation, and ethical aspects of policy making in the criminal justice system. Moreover, the course will focus on contemporary and historical issues as a means for examining the various components, methodologies and outcomes. Prerequisites: CRIM 231 and 232, and junior status.

454 Internship (3)
An internship is a supervised work experience with selected law firms, law enforcement agencies, correctional agencies, or non-profit organizations, designed to give students actual experience in a particular area of criminal justice. (Open only to Criminal Justice majors with approval of the professor.) Prerequisite: Junior or senior status.

460 Independent Study (3)
Independent study of special topics is established at the request of the student and faculty member when special needs or circumstances require examination of subject matter not otherwise included in the academic program (by arrangement with the instructor).

470 Critical Issues in Criminal Justice (3)
The focus of this course varies from year to year, but selected topics will address endemic and/or emerging issues related to criminal justice. The course will allow students to extensively study and critically analyze a topic of high interest related to the field of criminal justice and justice administration. Examples of focus topics include, but are not limited to, are police tactics, domestic violence, the media and violence, serial killers, criminal profiling, community-oriented policing, private security, race and crime, critical issues in policing, and organized crime. Prerequisite: Completion of at least 12 hours of criminal justice courses or permission of instructor. Students may take this course twice for a total of 6 hours toward graduation.

472 Organized Crime (3)
This course delves into a worldview exploration of the ever-evolving machinations of organized crime. Definitions of organized crime and theoretical frameworks of organized crime groups are discussed, along with the characteristics, ideologies, strategies and tactics. Ethnic and terrorist gangs will also be studied as will traditional, non-traditional, and emerging criminal syndicates and their impact on homeland security. Prerequisite: Junior or senior status or permission of instructor.

475 Terrorism (3)
This course examines terrorism and the response of the American government and society to this threat (i.e., counterterrorism). Students will explore broad themes and topics relevant to terrorist attacks, including but not limited to: defining terrorism, historical terrorism, religious terrorism, domestic terrorism, terrorist motives, strategies, & organizations, use of weapons of mass destruction, strategies for combating terrorism, intelligence issues, threat assessment, and anti-terrorism awareness training. The goal of the course is to develop a shared understanding of the complexity of terrorism and to develop an intellectual framework that can assist in understanding this critical subject. Prerequisite: Junior or senior status or permission of instructor.

482 Seminar in Criminal Procedure (4)
This is a case-driven capstone course that requires seniors to read, analyze, and apply legal opinions relating to criminal procedure issues. Students will read cases to be discussed in class covering due process issues including, but not limited to, warrant requirements, search and arrest requirements, right to counsel, right to a jury, rights to bail, and right against cruel and unusual punishment. Traditional Socratic Method will be used to ascertain student's comprehension of the material. As a culminating project, students will prepare a research paper relating to a topic covered in the class in which they will elicit and analyze case law and other relevant materials that are on point. Additionally, students will present oral discussions of their papers in class. Skills and concepts developed in previous classes form the foundation for this course. Prerequisites: 12 hours of Criminal Justice courses, senior status, and permission of instructor.

490 Homeland Security (3)
This course involves an examination of the creation of the United States Department of Homeland Security within the historical context of the threats that have faced the United States in recent history and chronicles the reforms and restructure of the various law enforcement intelligence agencies, the military, and private sector changes in the past 50 years. Recommendations of the 9/11 Commission pertinent to the flaws and vulnerabilities in the US homeland security apparatus and major reforms in the intelligence community, the military, and the way federal agencies interact with the private sector are explored as is the legislation guiding their transformation. The course analyzes and critiques the HomSec strategies and initiatives employed in improving the security of the continental US with an assessment of the vulnerabilities in critical infrastructure and policies that direct homeland security efforts. Prerequisites : Junior or senior status or permission of instructor.

Forensic Science Course Listing (FNSC 000)
Forensic science courses with laboratory may be taken to meet the general college curriculum science requirement. Forensic science courses cannot be taken as biology or chemistry electives.

FNSC 101 Introduction to Forensic Science (4)
An introduction to the fundamental concepts of forensics science. The use of science and technology to solve crime will be the major thrust of the course. Major topics emphasized include: crime scene analysis, evidence collection and analysis, and legal issues surrounding forensic science. The laboratory work will explore the science behind evidence analysis. The course is team-taught by members of the Criminal Justice, Biology, and Chemistry/Physics Departments. The course qualifies as a General College Curriculum science course. Forensic science courses with laboratory may be taken to meet the general college curriculum science requirement. Forensic science courses cannot be taken as biology or chemistry electives. Prerequisite: none.

Economics

Professors: Dr. Hawkins (Dean of the School of Business), Dr. Hsiao, Dr. Mostashari (Associate Dean)

Associate Professor: Dr. Yonai (Lundy Professor)

Assistant Professors: Dr. Harriss, Dr. Steckbeck

Requirements for a Major in Business Economics (BS) (CIP 45.0601)
ACCT 213, 214, 325; BADM 100, 125, 221, 222, 300, 313, 314, 320, 331, 345; ECON 201, 202, 301, 302, 453, 480 and twelve semester hours of 300 or above economics electives which must include 449 or 455; MATH 122 and 160.

Requirements for a Major in Economics/Pre-Law (BA) (CIP 45.0601/22.0001)
BADM 100, 221, 222, 300, 345; POLS 230, 260, 300, any two of the following: POLS 339, 340, 343, 345; ECON 201, 202, 301, 302, 357, 400, 410, 453, any two of the following: ECON 448, 449, 455, 480; and one three semester hour ITS elective; MATH 112 or 122, 160.

Requirements for a Major in General Economics (AA) (CIP 45.0601)
ACCT 213; BADM 125, 221; ECON 201, 202, and six hours of economics electives selected from 300 and 400 level courses; ENGL 100, 101, 102, and one 200-level literature survey (ENGL 201, 202, 203, 204, 205, or 206); PE 111, 185; Art, Music, or Theater 131; HIST 111, 112; MATH 111, 160; RELG 125; one laboratory science course from Biology, Chemistry, Environmental Science, or Physics.

Requirements for a Minor in Economics
BADM 300; ECON 201, 202, 301, 302, and any 300 or 400 elective (no more than 6 hours in a major may be applied to the minor).

Economics Course Listing (ECON 000)

200 The Economic Way of Thinking (3)
A broad introduction to economic concepts and how they can contribute to a better understanding of the world around us. Concepts are developed and applied to current economic and social problems and issues. It will involve less formal modeling than the 201 and 202 sequence. Not available to Economics or Economics/Pre-law majors.

201 Microeconomics (3)
A study of the individual business firm, with emphasis on an analysis of demand, supply, and costs; production and pricing under various market conditions; allocation of economic resources and determination of the shares of the national income paid to the different factors of production.

202 Macroeconomics (3)
A study of the national economy with emphasis on economic institutions, determination of national income, economic fluctuations, functions of money and banking, the economic role of government, labor problems, international trade, and economic growth. Prerequisite: ECON 201.

301 Intermediate Microeconomics (3)
Analysis of the determination of prices and of market behavior including demand, costs and production, pricing under competitive conditions, and pricing under monopoly and other imperfectly competitive conditions. Prerequisites: ECON 201 and 202.

302 Intermediate Macroeconomics (3)
A study of the method and concepts of national income analysis with particular reference to the role of monetary and fiscal policy in maintaining full employment without inflation. Prerequisites: ECON 201 and 202.

357 Public Finance (3)
A study of the revenues and expenditures of federal, state, and local government with an analysis of the types of taxes and expenditures, and of government policy and its impact on full employment, economic growth, and national income. Prerequisites: ECON 201 and 202.

400 Public Choice (3)
Designed for juniors/seniors. Analysis of the methods and consequences of arriving at collective decisions through political mechanisms. Applies economic theory and methodology to the study of nonmarket decision making. Topics include free-rider problems, voting, majority choice, demand revelation, and political bargaining. Prerequisites: ECON 201 and 202.

410 Law and Economics (3)
An economic analysis of the law. Topics include an introduction to legal institutions and legal analysis; application of economic concepts to the law of property, contracts and torts, criminal law, and constitutional law; the economic efficiency of the common law; and a public choice perspective on the evolution of the law. Prerequisites: ECON 201 and 202.

448 International Finance (3)
Topics include foreign exchange markets, exchange rate determinations, balance of payment problem, open macroeconomic policy and international financial organization. Prerequisites: ECON 201 and 202.

449 International Trade (3)
A study of positive and normative theories of international trade. Topics include: Determinations of international trade, welfare implications of international trade, commercial policies, and economic integration. Prerequisites: ECON 201 and 202.

453 Money and Banking (3)
The function and development of money, credit, and banking, with emphasis on the Federal Reserve System and its policies for maintaining economic stability. Prerequisites: ECON 201 and 202.

454 Labor Economics (3)
An economic analysis of labor-market conditions and labor-related issues including unemployment, wage determination, working hours, trade unions, and government policy. Human capital theory is also introduced. Prerequisites: ECON 201 and 202.

455 Comparative Economic Systems (3)
Comparative analyses of the economic theories, institutions, and operation of communist, socialist, fascist, and capitalist systems. Prerequisites: ECON 201 and 202.

456 History of Economic Doctrine (3)
A survey of the development of economic thought from ancient times until the present, the relation of economic doctrines to the problems of the period, and to the other sciences. Prerequisites: ECON 201 and 202.

480 Special Topics in Economics (3)
Subject matter varies. May be repeated for credit with permission of the department. Prerquisite: Permission of the instructor.

490 Economics Internship (3)
Economics-related employment experience with an approved organization. Related term paper required. Prerequisites: junior standing (at least), declared major in Economics, overall grade point average of 2.0 or greater, and completion of an independent study contract.

English

Associate Professors: Dr. Davy, Dr. Morefield, Dr. Peterman (Chair), Dr. Rambo, Dr. Truffin

Assistant Professors: Dr. Ryals, Dr. Waldron

Instructors: Ms. Jefferds, Mr. Salsbury, Ms. Ward

Adjunct Faculty: Mr. Bowden, Ms. Cannady, Mr. Currin, Ms. Fields-Carey, Ms. Finken, Ms. Fix, Ms. Goodman, Ms. Hilton, Ms. Osnoe, Ms. Parker, Ms. Ramey

English Requirements in the General College Curriculum

All students must complete ENGL 100-102 (freshman-level writing courses) and 6 hours of 200-level literature courses.

Passage of (or exemption from) ENGL 100 is a prerequisite for ENGL 101. Entering freshmen can be exempted from ENGL 100 by a verbal SAT score of 450, an ACT score of 19, or better.

Passage of (or equivalent placement or exemption from) ENGL 101 is a prerequisite for ENGL 102. Students can be exempted from ENGL 101 if they have 1) an SAT verbal score of at least 700 or an ACT composite score of at least 32, and 2) a GPA of at least a "B" in their high school English courses.

ENGL 100-level courses are prerequisites for all English courses numbered 201 and above. Students may take the 200-level courses in any order and combination.

Students wishing to take a 400-level English course should have already passed at least one 200-level English course, or have the permission of the instructor.

Requirements for the Bachelor of Arts Degree with a Major in English (CIP 23.0101)

The English major is designed to give the student a broad historical perspective of British and American literature. The student majoring in English can be a general English major, or may take additional courses in order either to gain licensure to teach or to complete the Pre-Law Track. The general English major must complete the following:

A. ENGL 100 (or exemption)
   ENGL 101 (either exemption or equivalent placement)
   ENGL 102

(i.e., normally 6 hours)

B. ENGL 201
   ENGL 202
   ENGL 203
   ENGL 204

(i.e., 12 hours: 6 hours count toward the core requirements and 6 hours count in the English major)

C. One of the following:
   ENGL 301 (Creative Writing)
   ENGL 302 (Advanced Writing)
   ENGL 303 (Modern Grammar)
   ENGL 424 (Argument and Persuasion)

D. At least three period surveys of British literature:
   ENGL 401 (Medieval Literature)

ENGL 403 (English Renaissance Literature)
ENGL 404 (Eighteenth-Century Literature)
ENGL 405 (Romantic Literature)
ENGL 406 (Victorian Literature)

E. One of the following:
ENGL 407 (Nineteenth-Century American Literature)
ENGL 415 (History of American Fiction)

F. One of the following:
ENGL 408 (Twentieth-Century Literature)
ENGL 416 (Mod./Cont. Fiction)
ENGL 417 (Mod./Cont. Poetry)

G. ENGL 410 (Shakespeare)

H. One of the following:
ENGL 409 (Chaucer)
ENGL 411 (Milton)

I. Two electives from the upper-level grammar, writing, or British or American literature courses, including ENGL 419 seminar in special topics

All students majoring in English must complete a minimum of 42 hours in English beyond ENGL 102 with a "C" or better in all English courses. It must be stressed that 42 hours is the minimum and that the English major is encouraged to use electives to broaden his/her experience in literature and writing.

Requirements for Teacher Licensure (CIP 13.1305)
The English major with a concentration in Education differs from the general English major in the following ways. One World Literature course may be substituted in the 200-level literature requirement. ENGL 302 (Advanced Writing) or ENGL 424 (Argument and Persuasion) and ENGL 303 (Modern Grammar) must be taken to complete the licensure process; these courses may also be used to help satisfy English major requirement (I). The student also must take Methods in Teaching (ENGL 453), although it cannot be applied to the elective requirement (I) for the English major. Students seeking Teacher Licensure must also maintain a 2.5 grade point average in the major courses, including (I), and complete the Professional Sequence licensure requirements of the School of Education.

Requirements for English Pre-Law Track (CIP 23.0101/22.0001)
The writing-intensive English Pre-Law Track is geared toward preparing the English major for the study of law. In this track some specific General College Curriculum (GCC) courses are required or highly recommended; one English requirement is changed; and specific political science/history courses are required. These courses can also be used to meet the requirements of the core curriculum.

The English major following the Pre-Law Track must take three of the sophomore-level courses and ENGL 424 (Argument and Persuasion).

The following GCC courses are either recommended or required:
Latin, Greek, or German are recommended foreign languages sequences.
RELG 224 (Christian Ethics), MATH 212 (Logic), and HIST 221-222 (American History) are all required.

RELG 224 can be the second religion requirement, MATH 212 the second mathematics requirement, and HIST 221-222 the two social science requirements.

The following political science/history courses are required:
POLS 229 (National Government)
POLS 449 and 450 (Constitutional Law I and II)
POLS 443 or 445 or 446 or 447 (Political Thought)
POLS 451 (Seminar on Constitutional Law)

Requirements for a Minor in English
The minor in English requires a minimum of 27 hours of English beyond ENGL 102. As in the major, the student seeking a minor in English must have a "C" or better in all English courses. The student must take ENGL 410 (Shakespeare) and either ENGL 409 (Chaucer) or ENGL 411 (Milton). Five more courses must be selected from English 300/400-level offerings.

English Course Listing (ENGL 000)

100 English Fundamentals (3)
An intensive course of practice in writing fundamentals as preparation for academic writing.

101 English Freshman Composition I (3)
A course designed to teach mechanical, rhetorical, critical thinking, and general research skills required for writing at the college level. Prerequisite: ENGL 100 or exemption.

102 English Freshman Composition II (3)
A course designed to enhance reading, writing, research, and critical thinking skills directed toward literary analysis. Prerequisite: ENGL 101.

201 British Literature I (3)
A survey of British literature from Beowulf through the eighteenth century. Prerequisite: ENGL 101/102.

202 British Literature II (3)
A survey of British literature from the Romantic period through the twentieth century. Prerequisite: ENGL 101/102.

203 American Literature I (3)
A survey of American literature from the colonial period to 1865. Prerequisite: ENGL 101/102.

204 American Literature II (3)
A survey of American literature from 1865 to the present. Prerequisite: ENGL 101/102.

205 World Literature I (3)
A survey of world literature to the seventeenth century. Prerequisite: ENGL 101/102.

206 World Literature II (3)
A survey of world literature after the seventeenth century. Prerequisite: ENGL 101/102.

301 Creative Writing (3)
A course designed to intensify the student's practice of writing poetry and fiction, therefore enhancing the critical skills and appreciation of all literature. Open to all students.

302 Advanced Writing (3)
A course designed to improve the student's writing skills beyond those taught at the lower division level.

303 Modern Grammar (3)
An examination of traditional and modern grammars.

401 Medieval Literature (3)
An exploration of major medieval literature prior to 1500, exclusive of Chaucer.

403 English Renaissance (3)
An analysis of the prose and poetry from the late sixteenth century through 1660, exclusive of Milton's poetry and of Shakespeare's dramatic works.

404 Eighteenth-Century Literature (3)
An exploration of major literary texts from the Restoration through the beginnings of Romanticism.

405 Romantic Literature (3)
An analysis of Romanticism in Britain through representative genres and the social and artistic concerns of the period.

406 Victorian Literature (3)
An exploration of the major post-Romantic literature of the nineteenth century and its relationship to the social concerns of the day.

407 Nineteenth-Century American Literature (3)
A study of major literary examples of the American mind in the nineteenth century.

408 Twentieth-Century Literature (3)
A survey of the major writers and movements in British and American literature from World War I through World War II, with an emphasis on Literary Modernism.

409 Chaucer (3)
A study of the works of Chaucer in their historical and literary contexts.

410 Shakespeare (3)
A study of representative Shakespeare plays, criticism of the plays, Elizabethan theater, and the history of the period.

411 Milton (3)
A study of the representative works of Milton in their historical and literary contexts.

412 The Lyricist (1, 2, 3 credit hours per semester)
A course designed to teach students how to evaluate poetry, how to edit a quality-oriented small magazine, and how to use desktop publishing methodology. Prerequisite: instructor's approval. A total of 6 credits can be counted toward the B.A.

413 English Drama (3)
An examination of English drama from the medieval period through the present.

414 History of the British Novel (3)
A study of representative British novels from the origins of the genre through development and changes into contemporary times.

415 History of American Fiction (3)
A study of the distinctly American qualities of fiction, with special emphasis given to the development of the novel in the 19th century and beyond.

416 Modern/Contemporary Fiction (3)
A study of the works of representative post-World War II prose fiction writers, with an emphasis on American writers.

417 Modern/Contemporary Poetry (3)
A study of the works of representative post-World War II poets, with an emphasis on American writers.

418 Southern American Literature (3)
A survey of representative writers of the South.

419 Seminar (3)
Specialized topics in British literature, art, and society; American literature, art, and society.

420 Independent Study (3)
An independent study based on the student's interests or need of specific courses.

422 History of Criticism (3)
A study of the literary critics and methodologies from ancient Greece to the present day.

424 Argument and Persuasion (3)
An intensive study of the development and presentation of argument in writing.

453 Methods in Teaching English (3)
A course designed to teach students seeking Teacher Licensure how to teach English in the secondary classroom.

Exercise Science

Professor: Dr. Woolard (Chair)

Assistant Professor: Dr. Bunn, Ms. Watkins

Visiting Assistant Professor: Dr. Lange

Instructors: Ms. Simonson, Ms. Weiss

Adjunct Faculty: Dr. Hughley, Dr. McCormick, Ms. Ellis, Ms. Howell

Exercise Science and the General College Curriculum

The Department offers a diverse selection of activity courses as well as teaching-, science- and business-oriented major programs to prepare students for work in the sport, fitness, and wellness fields. Major programs include cognate courses in other departments and offers on-site work experiences as part of the program.

All non-majors and Sport Management majors must take PE 185 and a 1-semester hour elective activity course (PE 111) to meet their General College Curriculum requirement. All students in PE 185 and PE 111 classes must wear shoes and clothing appropriate to the activity.

PE 111 Elective Activity Courses (1)

One semester hour required of all non-majors and Sport Management Majors. Emphasis is on developing skills to enjoy and gain health benefits from the activity. The following activities are appropriate for all skill levels - beginning, intermediate and advanced. New courses will be added to reflect student interests. Lab fees may be charged for some courses.

Aerobic Dance, Badminton, Basketball, Bowling, Dance (Jazz, Tap, Ballet, Social, Square), Golf, Jogging, Lifeguard Training, Self Defense, Skiing, Soccer, Softball, Swimming, Team Sports, Tennis, Volleyball, Walking Fitness, Water Aerobics, Weight Training, and Water Safety Instructor.

Any individual unable to participate successfully in a walking program may request an exemption from the General College Curriculum physical education requirement. The request for this exception is made through the University Student Health Services to the department chair.

PE 185 Lifetime Wellness (2)

Required of all non-majors and Sport Management Majors. Guides the student in leading a healthier life. Classroom lectures cover topics that include nutrition, the relationship between fitness and wellness, cardiovascular disease risk management, cancer risk management, stress management techniques, AIDS and sexually transmitted diseases, smoking cessation, cardiovascular assessment and exercise prescription, body composition assessment and weight control, and other relevant wellness and fitness issues. Lectures are supplemented by laboratory and exercise activities.

Majors in the Exercise Science Curriculum

Athletic Training
Exercise and Sport Science
Fitness Wellness Management
Health and Physical Education

Health and Physical Education with Teacher Licensure Concentration
Kinesiology
Sport Coaching
Sport Management
Sport Management with Sport Communication Concentration

The Department of Exercise Science has printed curriculum guides available in the department office located in the John W. Pope Jr. Convocation Center, Room 156A. The curriculum guides for the various department majors include 4-year plans and major checklists. Students should pay particular attention to course prerequisites when planning class schedules. For example, students must pass BIOL 111 before enrolling in BIOL 220 or 221, and BIOL 220 or 221 must be passed before taking EXER 324.

The summarized course requirements for each program are as follows:

Athletic Training Major (CIP 51.0913)
EXER 134, 201, 221, 252, 253, 312, 313, 314, 317, 318, 319, 320, 321, 324, 325, 391a-e, 412, 427, 433, 434; BIOL 220, 223. See the Athletic Training Education Program Director for pre-requisites and other requirements.

Exercise and Sport Science Major (CIP 31.0501)
EXER 134, 201, 221, 321, 324, 325, 421, 431, 6 s.h. of EXER electives at 200-level or higher; BIOL 220 and 223 or 221. Cognate: 18 hours in one other field (business, science, psychology, or communication studies recommended). See your adviser.

Fitness Wellness Management Major (CIP 31.0599)
EXER 134, 201, 221, 311, 321, 324, 325, 431, 450, 452, 461, 492; BIOL 220 and 223 or 221. Cognate: ACCT 213; BADM 221, BADM 313, 331, 332; ECON 201.

Health and Physical Education Major (CIP 13.1314)
EXER 134, 201, 221, 311, 324, 325, 333, 334, 344, 431, 441. See your adviser for pre-requisites and other requirements.

Health and Physical Education Major (CIP 13.1314) with Teacher Licensure Concentration
EXER 134, 201, 221, 311, 324, 325, 333, 334, 344, 395, 431, 441; EDUC 221, 223, 230, 331, 430, 432, 440, 441, 458; PSYC 222; SOCI 345. Teacher licensure students must meet the criteria for admission to the Teacher Education Program and successfully complete the professional education sequence. See your adviser.

Kinesiology Major (CIP 31.0505)
EXER 134, 201, 221, 321, 324, 325, 333, 421, 431, 450, 452, 492; BIOL 220, 223. Cognate: CHEM 111, 113; PHYS 221, 222.

Sport Coaching Major (CIP 36.0108)
EXER 134, 201, 221, 311, 321, 324, 325, 333, 336, 421, 431, 450, 492; BIOL 220 and 223 or 221; PSYC 222. The EXER 492 Practicum must be completed in a sport-coaching environment. See your adviser.

Sport Management Major (CIP 31.0504)
EXER 201, 221, 230, 420, 421, 431, 461, 462, 494. Cognate: ACCT 213; BADM 221, 331, 332; ECON 201.

Sport Management Major (CIP 3 1.0504) with Sport Communication Concentration
EXER 201, 221, 230, 420, 421, 431, 461, 462, 494. Cognate: ACCT 213; BADM 221, 331, 332; ECON 201; COMM 150, 160, 170, 213, one COMM elective at the 200 level or above, and one of the following three courses, COMM 207, 211, 212.

Minor in Sport Business Requirements
EXER 420, 431, 461, 462, and two of following: EXER 201, 230, or 421. (No more than 6 hours of a major may be applied to the minor).

Exercise Science Course Listing (EXER 000)

134 Health and Fitness for Majors (3)
Classroom lectures cover topics that include nutrition, the relationship between fitness and wellness, cardiovascular disease risk management, stress management techniques, cardiovascular assessment and exercise prescription, body composition assessment and weight control, cancer risk management, freedom from addictive behavior, behavioral interventions, and other relevant health and fitness issues. Lectures are supplemented by laboratory, exercise, and health promotion activities. Fulfills the General College Curriculum Exercise Science (Physical Education) requirements. For majors only. Spring.

201 Foundations of Exercise Science (3)
An introduction to the department's major courses of study. Overview of the professional areas of exercise science, physical education and sport, emphasizing historical, philosophical, and socio-psychological foundations and their implications for contemporary society. Includes the study of current issues, problems, ethical concerns, careers, and future directions of the field. Fall.

221 Computer Applications in the Exercise Sciences (3)
Introduces the application of technology in the practice and management of human fitness, wellness, and sport. Demonstrates the uses and value of types of hardware and software. Gives hands-on experience in using a variety of software applications, including word processing, spreadsheets, database operations, and major-specific software. For majors only. Fall and Spring.

224 First Aid and CPR (2)
The basic principles of first aid and the practical use of cardiopulmonary resuscitation when cardiac arrest is encountered. Students are certified for the one and two person procedure and reviving an infant. Includes proper use of the Heimlich maneuver for victims of choking. For majors and lifeguard trainees only. Fall and Spring.

230 History of American Sport (3)
Surveys the development of American sport from colonial times to the present day. Topics include the influence of the shift from an agrarian to an urban society, the search for the American character, the Olympic Games (ancient and modern), the end of amateurism in sport, sport as politics, the drug crisis, the impact of technology on sport, and the shift to the professional marketing and entertainment model by the end of the 20th century. Prerequisite: HIST 111, 112. Spring.

241-247 Theory of Coaching (2)
Methods and materials of seasonal planning, training, officiating, and game strategy in each sport. Offered on request.

241 Baseball
242 Football
243 Basketball
244 Soccer
245 Softball
246 Track and Field
247 Volleyball

251 Sports Officiating (2)
Principles and practices of officiating in major sports. Intramural sports used as a lab experiences.

252 Introduction to Athletic Training (3)
Provides an introduction to the profession of athletic training. Emphasis is on developing problem solving skills and evidence based practice in patient care, injury prevention, emergency response, and administrative procedures. Prerequisite/corequisite: BIOL 111. Spring.

253 Taping and Wrapping Techniques (3)
Provides a basic knowledge of the techniques used to prevent an injury or support a body part after an injury. Other topics will include splinting, bracing, casting techniques and pad fabrication. Hands-on practical experience emphasized in laboratory sessions. Prerequisite/corequisite: BIOL 220; acceptance into the professional component of the Athletic Training Education Program or permission of the program director.

264 Sports Law (3)
A review of the various sports law issues facing professional, intercollegiate, Olympic, high school, youth, and adult recreational sports. Major topics include tort liability, contracts/waivers, antitrust law, labor law, constitutional law, gender discrimination, drug testing, intellectual property law, broadcasting law, laws pertaining to sports agents, business and employment law, internet gambling, and athletes with disabilities.

311 Care and Prevention of Athletic Injuries (3)
Provides a basic introduction to the concepts, skills, and techniques used in the prevention and care of common athletic injuries. Offered Fall odd years (2011, 2013, 2015).

312 Lower Extremity Evaluation and Assessment (3)
Theory and practice combine to provide a realistic approach to orthopedic joint evaluation and assessment. Lower extremity joints are investigated. Provides information needed to recognize, test, and assess orthopedic conditions. Should be taken concurrently with EXER 317. Prerequisite/corequisite: BIOL 220; acceptance into the professional component of the Athletic Training Education Program or permission of the program director. Fall.

313 Upper Extremity Evaluation and Assessment (3)
Theory and practice combine to provide a realistic approach to orthopedic joint evaluation and assessment of the upper extremity joints, including the abdomen and thorax. Provides information needed to recognize, test, and assess orthopedic conditions. Should be taken concurrently with EXER 318. Prerequisite/ corequisite: BIOL 220, 223; acceptance into the professional component of the Athletic Training Education Program or permission of the program director. Spring.

314 Therapeutic Exercise (3)
Discusses the principles and techniques of rehabilitation, conditioning, and the return of individuals to sport. The therapeutic techniques will encompass scientific/physiological rationales, selection criteria, indications/ contraindications, and clinical applications. Should be taken concurrently with EXER 320. Prerequisite: BIOL 220, 223; acceptance into the professional component of the Athletic Training Education Program or permission of the program director. Spring.

317 Clinical Practice I (1 credit hour)
Designed for practice and evaluation of specific psychomotor competencies and clinical proficiencies established by the National Athletic Trainers' Association Education Council. Focuses on competencies and proficiencies related to orthopedic joint evaluation and assessment of the lower extremities. Should be taken concurrently with EXER 312. Prerequisite/corequisite: BIOL 220; acceptance into the professional component of the Athletic Training Education Program or permission of the program director. Fall.

318 Clinical Practice II (1 credit hour)
Designed for practice and evaluation of specific psychomotor competencies and clinical proficiencies established by the National Athletic Trainers' Association Education Council. Focuses on competencies and proficiencies related to orthopedic joint evaluation and assessment of the upper extremities, including the abdomen and thorax. Should be taken concurrently with EXER 313. Prerequisite/corequisite: BIOL 220, 223; acceptance into the professional component of the Athletic Training Education Program or permission of the program director. Spring.

319 Clinical Practice III (1 credit hour)
Designed for practice and evaluation of specific psychomotor competencies and clinical proficiencies established by the National Athletic Trainers' Association Education Council. Focuses on competencies and proficiencies related to therapeutic modalities and treatment of orthopaedic and general medical conditions. Should be taken concurrently with EXER 427. Prerequisite: BIOL 220, 223; acceptance into the professional component of the Athletic Training Education Program or permission of the program director. Fall.

320 Clinical Practice IV (1 credit hour)
Designed for practice and evaluation of specific psychomotor competencies and clinical proficiencies established by the National Athletic Trainers' Association Education Council. Focuses on competencies and proficiencies related to therapeutic exercise; techniques of rehabilitation, conditioning, and the return of individuals to sport. Should be taken concurrently with EXER 314. Prerequisite: BIOL 220, 223; acceptance into the professional component of the Athletic Training Education Program or permission of the program director. Spring.

321 Sport and Exercise Nutrition (3)
This course covers the principles of sound nutrition for the exercising individual, the athlete, and the average individual in society. The physiological needs of the human body; the way that foods, vitamins, enzymes, and minerals are used; and the false information concerning nutrition, diet, weight loss, and enhancing human performance will be discussed. For majors only. Prerequisite: Junior standing or permission of instructor. Fall.

324 Applied Exercise Physiology (3)
A study of the physiological responses and adaptations to exercise as related to human performance limitations, training effect and health related benefits. Emphasis is given to the cardiovascular basis of such phenomena, interrelating topics such as circulatory physiology, energy production, and cardiorespiratory function. Prerequisite: BIOL 220 or 221. Fall and Spring.

325 Applied Biomechanics (3)
This course examines the mechanical principles underlying human movement. It is designed to give a non-mathematical, applied introduction to the analysis of sport skills for non-specialists. Prerequisite: BIOL 221.

326 Anatomical Kinesiology and Muscle Function (3)
This is a functional anatomy course that studies the human body's ability to move. The focus is on the skeletal, muscular, neuromotor control, structural, and functional aspects of human motion. Prerequisite: BIOL 221.

331 Motor Development (3)
An investigation of motor development as an important component of the foundation needed to understand human behavior as it relates to teaching, learning and performing motor skills. The course explains the motor development process and its impact on the acquisition and refinement of physical skills.

333 Motor Learning (3)
An investigation of motor learning as an important component of the foundation needed to understand human behavior as it relates to teaching, learning, and performing motor skills. The course explains the process by which humans acquire and refine physical skills, as well as the stages of skill learning and development.

334 Elementary School Physical Education and Health Methods (3)
An investigation of the principles, practices, and procedures of teaching health and physical education in the elementary school with emphasis content, methods, and materials involved in teaching. Prerequisites: PE 185 or EXER 134; EDUC 221.

335 Introduction to Athletic Administration (3)
An investigation of the administration of sports programs at the high school and college levels. Topics include governance structures, facility management, human relations, staff motivation, legal liability, scheduling, staffing program development, and other aspects of athletic management for physical educators, coaches, and athletic directors.

336 Sport Coaching Principles (3)
Basic principles of coaching youth sports from the elementary grades through the high school level. Includes an overview of philosophy and ethics, physiology, biomechanics, psychology, and sports medicine. Emphasis on providing a healthy, enjoyable sports experience at an appropriate level of training.

338 Adapted Physical Education (3)
Teaches the modification of physical activities for people with disabilities preventing their unrestricted participation in vigorous activities. Includes study of the social and psychological problems of mainstreaming.

344 School Health Education (3)
An investigation of the process of teaching students the information and skills they need to become health-literate, to maintain and improve their health, to prevent disease, and to reduce risky health-related behaviors. The course includes the study of etiological factors and social influences that compromise

health behavior outcomes, ways to establish interventions within a Coordinated School Health Program, resources for designing effective health education curricula and programs, and factors that impact needs in comprehensive sequential health education. Prerequisites: EDUC 221

391 Applied Clinical Experiences (1)
A minimum of 40 hours of laboratory sessions and supervised field experiences, supplemented with additional instruction within the various fields of Exercise Science and Athletic Training, for 1 semester hour of credit. Practical experience within each discipline will focus on translation of theory into practice, development of practical skills in "real-life" settings, and clinical skills in appropriate settings. Supplemental instruction will focus on refining individual knowledge as well as practical and clinical skills. May be repeated for credit. Requires permission of adviser and department chair.

395 Content Knowledge Project (1)
A project demonstrating the student's depth of understanding and application of content knowledge in the chosen field of study. Prerequisites: Permission of adviser and Department Chair.

412 Medical Conditions and Topics in Athletics (3)
Provides an overview of non-orthopedic medical conditions that may affect athletic participation, including: skin disorders, eating disorders, anemia, diabetes, asthma, closed head injury, systemic conditions, blood-borne pathogens, and emotional stress. Also discusses administrative concerns in athletic training. Prerequisite: BIOL 221.

420 Sport Marketing (3)
Studies the theory and application of marketing to the sport and sport business settings. The emphasis is upon real-world application and examines both service- and product-related educational and business applications.

421 Sport Psychology (3) (PSYC 421)
The psychological foundations that underlie sport and physical performance, with the emphasis on application rather than theory. Includes motor skill learning, motivation, social interaction, mental training, and the effects of stress, injury and burnout. Examines goal setting, characteristics of peak performance, relaxation, imagery training, and implementing psychological training programs. Prerequisite: PSYC 222.

425 Exercise Physiology (3)
A study of the physiological responses and adaptations to exercise as related to human performance limitations, training effect and health related benefits. Emphasis is given to the cardiovascular basis of such phenomena, interrelating topics such as circulatory physiology, energy production, and cardiorespiratory function.

426 Biomechanics (3)
Studies the mechanics of motion applied to human movement and fitness and sport skills. MATH 111 is recommended before taking this course. Prerequisite: BIOL 221.

427 Modalities of Therapy (3)
Examines the treatment of orthopedic injuries using thermotherapy, hydrotherapy, electrotherapy, and acoustic therapy. Prerequisite: BIOL 221.

431 Program Management (3)
Studies the principles of managing physical education, intramural, and athletic programs, and sport and fitness businesses. Topics include facility management, human relations, staff motivation, legal liability, scheduling, staffing, and related duties of facility managers, physical educators, athletic directors, and coaches.

432 Research Methods in Exercise Science (3)
Introduces design and application of research projects measuring cognitive, affective and psychomotor performance. Includes use of statistical procedures and interpretation of published research in the discipline. Prerequisites: MATH 160.

433 Administration of Athletic Training Programs (3)
Studies the standards, policies, procedures and problems of managing athletic training programs for high schools, colleges, and professional organizations.

434 Athletic Training Senior Seminar (1)
This course provides the student with information, practice exams, comprehensive review and counseling pertinent to professional careers in athletic training and sports medicine. Prerequisite: Senior standing in the ATEP or permission of the Athletic Training Education Program Director.

441 Secondary Physical Education and Health Methods (3)
Covers the methods, materials, and techniques of teaching health and physical education to secondary school students. Students develop skills and understanding of various physical activities and analyze appropriate health promotion activities, plan instructional units, and examine a variety of approaches for teaching middle and high school health and physical education to all students. Classes meet six hours per week for the semester. Prerequisites: PE 185 or EXER 134 and EDUC 221

450 Design of Strength and Conditioning Programs (3)
Applies the study of bioenergetic, neuromuscular and cardiorespiratory physiology to the principles of designing strength and conditioning programs. Elite performance in various sports is examined for energy system, biomechanical and kinesiological factors. Prerequisites: BIOL 221; EXER 326, 324 or 425.

452 Exercise Testing and Prescription (3)
This course examines the techniques used to test and evaluate all components of fitness; including cardiorespiratory fitness, muscular fitness, body composition, and muscular flexibility. In addition, stress management techniques are introduced. Guidelines to prescribe exercise based on fitness evaluations and practical use of relevant equipment are discussed. Prerequisites: BIOL 221; EXER 324 or 425; current CPR certification.

461 Sport Entrepreneurship (3)
Studies the start-up process of the private sport-related business. Students work in teams with assigned and original ideas to analyze the potential for the enterprise, develop the business and marketing plans, and plan the process of acquiring financing. The emphasis is upon real-world application and examines both service- and product-related businesses. Prerequisite: Senior majors or permission of instructor.

462 Advanced Sport Management (3)
A study of theory and its application in sport management, including topics such as basic management, personnel, ethics, communications, sport economics, accounting and budgeting, sport marketing, sports law, computer applications, research, and the future of sport management.

490 Directed Study (3)
On-campus study or research experience appropriate to the major course of study. Arranged through the Department Chair. Requires permission of adviser and Chair.

492 Practicum (3)
Beginning on- or off-campus work experience appropriate to the major course of study. Requires permission of adviser and Chair.

494 Internship (6)
Supervised field experience in off-campus setting appropriate to the major course of study. Work is performed under a contract signed by the student, the Chair, and a representative of the sponsoring organization. May be taken at any time in the calendar year, if arranged by the start of the appropriate academic term. Requires permission of adviser and Chair.

496 Research Project (3)
Provides advanced students with the opportunity to conduct a worthy research project under the direction of an experienced researcher in the field. Prepares students for graduate and professional level research. The proposed study must be approved by the student's adviser and the Department Chair.

Foreign Languages

Professors: Dr. Steegar, Dr. Penny

Associate Professors: Dr. Jones (Chair), Dr. Ortiz

Assistant Professor: Dr. Ibarra

Adjunct Professors: Dr. Thomas, Ms. Bizzell, Mrs. Norwood, Mr. Joo, Ms. Sinclair, Mr. Herrera, Mrs. Betcher, Dr. Salazar

Foreign Languages and the General College Curriculum

Fulfillment of the foreign language requirement at Campbell University depends on the degree sought by the student as follows:

1. Students pursuing the B.S. or B.S.W. degree must pass either the 201-level course in the language or attain a satisfactory score on a nationally-normed equivalency examination approved in advance by the Chair of the Foreign Language Department.
2. Students pursuing the B.A. degree must pass either the 202-level course in the language or attain a satisfactory score on a nationally-normed equivalency examination approved in advance by the Chair of the Foreign Language Department.
3. Students pursuing the B.B.A. degree are required to complete two foreign language courses. This requirement may be met by presentation of two or more high school units (years) in the same language.

The student may choose from the following languages currently offered at Campbell: French, German Greek, Latin, Portuguese and Spanish.

Students whose native language is not English are exempt from the foreign language requirements; however, they must complete both English 101 and 102 with a grade of "C" or better.

Students in the Lundy-Fetterman School of Business must have two years of high school language or pass 101 and 102 of the same language at Campbell University.

Requirements for a Major in French (CIP 16.0901)

To achieve a major in French, the student must complete the following: FREN 201-202, 221, 222, 231, 232, 300, 301,305, and three additional French courses above the intermediate level.

Requirements for a Major in Spanish (CIP 16.0905)

To achieve a major in Spanish, the student must complete the following: SPAN 201, 202, 221, 222, 231, 232, 241, 242, 301, 305, 341, 342.

Requirements for Teacher Licensure in French (CIP 13.1325) or Spanish (CIP 13.1330)

The requirements for those majoring in French or Spanish and who seek licensure to teach in levels K-12 are the same as above but with the following additions: FREN or SPAN 400 (Methods and Materials of Romance Language Teaching) and the completion of the professional education sequence in the School of Education.

Requirements for a Minor in a Foreign Language
A minor in French or Spanish requires eighteen hours beyond the 102 level. Prerequisites: Students enrolling in courses above the 202 level must have completed FREN or SPAN 101, 102, 201, 202, or the equivalent.

French Course Listing (FREN 000)

101-102 Elementary French I, II (3, 3)
Introduction to the basic skills of the language: reading, writing, speaking, aural comprehension, and culture. In French 101 emphasis is on vocabulary, use of articles, present tense of regular and irregular verbs, the imperative, and numbers. French 102 covers the passé composé, telling time, object pronouns, and the imperfect tense.

201-202 Intermediate French I, II (3, 3)
Review and development of the basic skills, and continued exposure to cultural elements. French 201-202 cover formation and use of the subjunctive, negatives, relative pronouns, the future and conditional tenses. There is extensive reading and discussion in French. Prerequisites: FREN 101, 102 or equivalent placement.

221-222 Survey of French Literature (3, 3)
Introduction to the masters of French literature and their major works. 221 begins with the Chanson de Roland and ends with the major authors of the 18th century. 222 begins with the major authors of the 19th Century and continues to the present.

231-232 French Composition and Conversation (3, 3)
Emphasis is on improving competency in speaking and understanding standard French and on developing proficiency in the written language.

300 History and Civilization of France (3)
Traces the origins and development of French history and civilization, highlighting topics such as geography, education, religion, immigration, and the political system.

301 Advanced French Grammar (3)
An intensive review of French grammar with emphasis on the more advanced points of grammar including the verb system and idiomatic usage.

305 Phonetics and Pronunciation of French (3)
Individual instruction in French pronunciation, corrective techniques, and practice in phonetic transcription.

310 Business French (3)
An introduction to business practices in France, writing a resume and cover letter, interviewing for a job, etc.

331-332 Advanced Composition/Conversation (3, 3)
Continued emphasis (from 231-232) is on improving competency in speaking and understanding French and in developing competency in the written language. Materials include real-time tapes of French newscasts. The students base their work on listening, transcribing, discussing and writing about the material.

400 Methods and Materials of Romance Language Teaching (3)
A fundamental methods course for teachers of K-12 foreign languages. Topics of lectures, discussions and reading include the historical evolution of language, adapting methods to situational needs, resources for foreign language teachers, integrating the foreign language into the content areas, teaching language in context, testing, and evaluation. Projects include presenting a lesson plan unit in class, videotaping and critiquing a lesson in class, presenting a focused research study with conclusions, and reporting conference and research proceedings. Required for K-12 licensure.

410 Special Topics in Literature (1-3)
Investigation of topics in literature under the supervision of an instructor, reading, textual analysis, discussion, and term paper.

440 Seventeenth-Century French Literature (3)
A study of French Classicism concentrating on the works of Corneille, Racine, Moliere, Pascal, Bossuet and Boileau.

450 Eighteenth-Century French Literature (3)
A survey of major texts of the "philosophes" concentrating on Diderot, Voltaire, Rousseau and Montesquieu.

460 Romanticism and Realism (3)
The first part of the 19th century in French literature, including major works of authors from Chateaubriand to Flaubert.

470 Symbolism and Naturalism (3)
Major works of French authors in the latter part of the 19th Century.

480 Twentieth Century French Literature (3)
Reading and discussion of literary movements and the major writers of poetry, theater and the novel in the 20th century.

Spanish Course Listing (SPAN 000)

101-102 Elementary Spanish I-II (3, 3)
Introduction to the basic skills of reading, writing, speaking, aural comprehension, and culture in a contextualized format. Grammatical concepts include the usage of present tense of regular, irregular and stem-changing verbs, present progressive tense, articles, concepts of noun/adjective agreement, prepositions, preterit and imperfect tenses of regular, irregular and stem-changing verbs, reflexive verbs, direct and indirect object pronouns, an introduction to commands, and the subjunctive mood. Vocabulary is presented in thematic units. No prerequisites.

201-202 Intermediate Spanish I-II (3, 3)
Continued practice in the basic skills; review of grammar; reading of selected literary texts, and continued study of cultural elements. Grammatical concepts include the usage of the present and past subjunctive mood, the perfect tenses, and conditional verb forms. Spanish 202 incorporates brief readings and discussions based on literary works and cultural and historical information about the Hispanic community. Prerequisites: SPAN 101-102 or equivalent placement.

221-222 Survey of Spanish Literature (3, 3)
Introduction to the masters of Spanish literature and their major works. 221 studies works from the 12th to the 17th centuries including El cantar del mío Cid, La Celestina, Don Quijote, and works of Lope de Vega and Calderon de la Barca. SPAN 222 studies authors from the 18th and 20th centuries including Unamuno, Baroja, Ortega, García Lorca and Cela.

231-232 Spanish Composition and Conversation (3, 3)
Emphasis on improving competency in speaking and understanding Latin American and Castilian Spanish and developing proficiency in the written language. Methods of instruction include lecture, group discussion, and essay writing as a process. Textual materials used include current events from news sources and the internet, essays from the textbook, and student essays for presentation and critique.

241 Survey of Spanish American Literature I (3)
Introduction to the texts characteristic of the Spanish American colonial period, which includes vestiges of medieval thought in Renaissance literature, Renaissance literature, the Baroque, Neoclassic and Romantic literature. The time period covered is from 1492 to the late 1880's. Representative authors of the chronicle, the travel diary, the protonovel, novel, short story, and essay are discussed, along with samples from each genre. Pre-Columbian texts in transliteration are discussed as well.

242 Survey of Spanish-American Literature II (3)
A continuation of the first survey course (241) with an historical focus on the literary movements and authors in Latin America from 1880 to the present. Reading and discussions focus on representative authors of this period. Literary periods include late Romanticism, Modernism, Vanguard, Boom and Post-Boom.

301 Advanced Spanish Grammar (3)
Study of and practice with more elaborate and idiomatic grammar forms used in articles and literary texts. Grammar is observed contextually and is incorporated into compositional and essay production as well as translations.

305 Spanish Phonetics and Pronunciation (3)
A study of phonetic transcription and normative instruction in Spanish pronunciation. The phonetic alphabet and pronunciation practice are incorporated into the study.

310 Business Spanish (3)
Introduction to business practices and interactional modes in Spain and Latin America. Practice in writing resumes, queries, and cover letters.

315 Special Topics Spanish for Professionals (3)
Emphasizes developing Spanish speaking skills as an effective tool for communicating with native speakers of Spanish in the workplace. Students' practice of Spanish will not be limited to the classroom but will also include members of the community. Particular versions of the course include: Spanish for Law Enforcement Personnel (SPAN 315L), Spanish for Medical Personnel (SPAN 315M), Spanish for Business (SPAN 315B), and Spanish for Social Work (SPAN 315S). Prerequisite: SPAN 201.

325 Spanish and Spanish-American Film (3)
A study of film as a tool to understand literary, socio-historical, psychological, and political aspects of the cultures of Spain and Spanish-America. The course proceeds chronologically, topically and

geographically and will address cultural issues such as identity, gender, and philosophical and literary movements in film art and literature. Prerequisite: SPAN 202.

331-332 Advanced Composition/Conversation (3, 3)
Continued emphasis (from the 231 and 232 classes) is on improving competency in speaking and understanding Latin American and Castilian Spanish and developing proficiency in the written language. There is a greater emphasis on speaking proficiency. Methods of instruction include lecture, group discussion, and essay writing as a process. Textual materials used include current events from news sources and the internet, essays from the textbook, and student essays for presentation and critique.

341 Spanish Civilization (3)
Traces the origins and development of Spanish history and civilization from medieval to modern times.

342 Civilization of Latin America (3)
This course examines aspects of the history and culture of Latin America from the Pre-Columbian era to the present.

350 20th Century Spanish and Latin American Writers in Translation (in English) (3)
This class will focus on the works of the leading authors of Spain and Latin-America of the twentieth century. We will look at history as a forum for addressing current and universal issues, how regionalism can be applied to Latin-America, and the transition from tradition to modernity, as well as certain attitudes regarding life and death. The course will be conducted entirely in English.

360 Latino Literature of the United States (in English) (3)
In this course we will look at the literary production of the three major Latino groups in the U.S.: Cuban, Puerto Rican and Mexican, as well as addressing the importance of the works of many other national groups. As we focus on the works of a particular group, specific concerns which are shaping policy, culture, and identity in the United States will be identified. Texts will be in English and the course will be conducted entirely in English.

400 Methods and Materials of Romance Language Teaching (3)
A fundamental methods course for teachers of K-12 foreign languages. Topics of lectures, discussions and reading include the historical evolution of language, adapting methods to situational needs, resources for foreign language teachers, integrating the foreign language into the content areas, teaching language in context, testing, and evaluation. Projects include presenting a lesson plan unit in class, videotaping and critiquing a lesson in class, presenting a focused research study with conclusions, and reporting conference and research proceedings. Required for K-12 licensure.

410 Special Topics in Literature (1-3)
Investigation of topics in literature under the supervision of an instructor, reading, textual analysis, discussion, and term paper.

420 Latin American Short Story (3)
A study of the short story and essay focusing on Latin American authors from the late 19th to the mid-20th centuries, including Esteban Echeverria, Tomas Carasquilla, Javier de Viana, Ruben Dario, Rafael Arrevalo Martinez, Horacio Quiroga, Jorge Luis Borges, Gabriel Garcia Marquez, and Luisa Valenzuela.

450 Cervantes (3)
A study of the literary works of Don Miguel de Cervantes with an emphasis on his master- piece, Don Quixote. Other works include his Entremeses and the Novelas Ejemplares.

485 Contemporary Spanish and Latin American Novel (3)
This course provides an extensive overview of the main Latin-American and Spanish writers from the "Boom" period (1960) and since. This course is designed to help develop an understanding and appreciation for the culture and history of the region through its narrative.

German Course Listing (GERM 000)

101-102 Elementary German (3, 3)
Introduction to the basic skill of the language—reading, writing, speaking, and aural comprehension.

201-202 Intermediate German (3, 3)
Continuation and review of German grammar; aspects of German culture. Prerequisites: GERM 101-102 or equivalent placement.

Greek Course Listing (GREE 000)

101-102 Elementary Greek (3, 3)
A survey of the elements of Hellenistic (koiné) Greek grammar, illustrated systematically from the Greek New Testament.

201-202 Intermediate Greek (3, 3)
Readings from the Greek New Testament with a review of grammar at the intermediate level. Introduction to Greek-based exegetical tools and the textual apparatus. Prerequisites: GREE 101 - 102.

Latin Course Listing (LATN 000)

101-102 Elementary Latin (3, 3)
Introduction to pronunciation, grammar, and vocabulary. The course includes the reading of prose and a survey of the history and civilization of Rome.

201-202 Intermediate Latin (3, 3)
Continuation and review of Latin grammar. The course includes readings in Latin prose and a continuation of the survey of Roman history and civilization. Prerequisites: LATN 101-102 or equivalent placement.

Portuguese Course Listing (PORT 000)

101-102 Elementary Portuguese (3, 3)
Introduction to pronunciation, grammar, and vocabulary. The course includes the reading of prose and a survey of the history and civilization of the Lusophone (Portuguese-speaking) world.

201-202 Intermediate Portuguese (3, 3)
Continuation and review of Portuguese grammar. The course includes readings in Portuguese prose and a continuation of the survey of the history and civilization of the Lusophone (Portuguese-speaking) world. Prerequisites: PORT 101-102 or equivalent placement.

Healthcare Management

Professor: Dr. Hawkins (Dean of the School of Business)

Assistant Professor: Dr. Poole

Instructor: Ms. Starling

Requirements for a Major in Healthcare Management (BBA) (CIP 52.0299)
ACCT 213, 214; BADM 100, 125, 221, 222, 300, 313, 314, 331, 332, 336, 345; ECON 201, 202; HCM 310, 311, 330, 350, 410, 440, and 490, POLS 229, PSYC 222.

Healthcare Management Course Listing (HCM 000)

310 Healthcare Organization and Delivery (3)
An introductory course designed to give students the bird's eye view of the healthcare industry. Topics include but are not limited to an overview of the organizational, structural, and operational aspects of the healthcare systems and the individual services that comprise them.

311 Healthcare Management (3)
The course provides a systematic understanding of the organizational principles, practices, and insight to the management of health services organizations. Emphasis is on application through case analysis in order to challenge students to arrive at a solution to the problem or develop a philosophical position. Prerequisites: BADM 331.

330 Healthcare Policy and Law (3)
A broad brush of the intersection between healthcare policy, law, and ethics followed by discussions of the trios combined impact on policy creation and implementation. Contemporary and controversial topics include actual situations at both national and global settings. Overarching aim of the course is to engage students in policy discussions, research, analysis, and debates. Prerequisites: BADM 221 and BADM 222.

350 Healthcare Quality Management (3)
A study of contemporary quality management theories and practices pertaining to the management of healthcare organizations. Real-life case studies are used to demonstrate and apply the basics of performance excellence for the benefit of today's healthcare managers and practitioners. Prerequisites: BADM 331.

410 Foundations of Healthcare Financial Management (3)
An in-depth survey of the key managerial accounting principles and financial management tools with specific applications, using case methods, to the ever-changing healthcare industry and its major stakeholders including healthcare providers, insurers, policy makers, patients, and the general public. Prerequisites: ACCT 213 and ACCT 214.

440 Policy Issues in Healthcare Services Delivery (3)
A capstone course, using case methods, designed to assimilate the accumulated knowledge and skills acquired in all the previous courses and internship experience to the effective and efficient management of healthcare enterprises. The course requires through awareness of and familiarity with both short-term and long-term issues in the healthcare industry as well as the ability to analyze and synthesize with

confidence the solutions to pressing challenges confronting today's healthcare managers. Prerequisites: HCM 311, HCM 330, and HCM 410.

490 Healthcare Internship (3)
Healthcare industry related employment experience with an approved organization. Related term paper required. Prerequisites: Junior standing; declared major in Healthcare Management, overall grade point average of 2.0 or greater, and completion of an independent study contract.

History and Geography

Professors: Dr. Martin (Chair - History, Criminal Justice & Political Science), Dr. Johnson (Director of Historical Studies)

Associate Professors: Dr. McNair, Dr. Stanke

Assistant Professor: Dr. Mercogliano

Adjunct Faculty: Ms. Davis-Doyle, Ms. Erickson, Mr. Lloyd, Mr. Melvin, Mr. Nathaniel, Mrs. Pittman, Mr. Slattery

Requirements for a Major in History (CIP 54.0101)

Candidates for the major in History must, in addition to the general curriculum, complete at least 37 semester hours in history with a "C" average or better, to include HIST 111-112, HIST 221-222, HIST 451, at least six credit hours of upper-division (300 and 400) courses in each of the following three areas: European history; United States history; and Non-Western history; and at least three additional credit hours of upper-division (300 and 400) history courses. Candidates must, in addition, complete the following related courses: POLS 229, ECON 202 and 201 (American Economic History may be substituted for the latter). History majors should fulfill the college mathematics requirement by taking MATH 111 and MATH 160.

Requirements for a Minor in History

Students pursuing a minor in history must select a focus and complete, with a "C" average or better, a minimum of 24 semester hours of history courses, including HIST 111, 112, 221, and 222. In addition to HIST 111, 112, 221, and 222, the 24 hours of history must include at least 12 semester hours of upper-division (300 and 400 level) courses with at least 3 hours in each of the following areas: US history; European history; Non-Western history.

Pre-law with a Major in History (CIP 54.0101/22.0001)

Law schools want students who think rationally and logically, express themselves clearly and coherently in both oral and written form, possess a broad education in the liberal arts, and have specialized in an appropriate academic major. Campbell University's Department of History, Criminal Justice and Political Science has a curriculum to aid students wishing to demonstrate such qualifications.

The program meets all college requirements for a Bachelor of Arts degree and gives the students a major in history. The program, which is broad enough to provide students the specific courses needed to prepare them for the study of law, includes 6 hours of United States history, 3 hours of British history, 3 hours of political thought, 3 hours of logic, 6 hours of economics, 3 hours of public speaking, 3 hours of psychology, 6 hours of constitutional development, and 3 hours of either advanced writing (ENGL 302) or argument and persuasion (ENGL 424). The curriculum also includes HIST 300, Introduction to Law, which is taught by faculty from the Norman Adrian Wiggins School of Law.

International Studies with a Major in History (CIP 54.0101/45.0901) or Political Science (CIP 45.1001/45.0901)

The program in International Studies adapts the political science major by requiring more of the required 37 semester hours of political science or history courses focus on international relations. International Studies students are required to take GEOG 113 or 114, POLS 343, POLS 345, POLS 403, one of the POLS 443, 445, 446, or 447 series, HIST 448, POLS 449 or 450, RELG 251, and SOCI 345

(recommended). The students should advance through the 221/222 level of a foreign language and include an economics class in addition to the two required for the political science major. Political science and history majors with an International Studies concentration will respectively complete POLS 481 or HIST 451 as their senior seminar.

Requirements for a B.S. with a Major in the Social Sciences (Concentration in History) (CIP 45.0101)

The candidate must complete, with a "C" average or better, at least 48 semester hours in the social sciences distributed as follows: twenty-four hours in history; six hours each in economics, sociology, geography, and political science. In addition to HIST 111, 112, 221, and 222, the 24 hours of history must include at least 12 semester hours of upper-division (300 and 400 level) courses with at least 3 hours in each of the following areas: US history; European history; Non-Western history.

Requirements for Teacher Licensure in Social Studies (CIP 13.1318)

History majors seeking Social Studies teacher licensure must, in addition to the general curriculum, complete at least 37 semester hours in history with a "C" average or better, to include HIST 111-112, HIST 221-222, HIST 451, at least six credit hours of upper-division (300 and 400) courses in each of the following three areas: European history; United States history; and Non-Western history; and at least three additional credit hours of upper-division (300 and 400) history courses. Candidates must, in addition, complete the following related courses: POLS 229, ECON 202 and 201 (American Economic History may be substituted for the latter). History majors should fulfill the college mathematics requirement by taking MATH 111 and MATH 160.

Students majoring in Social Science (concentration in History) who desire licensure to teach Social Studies in the secondary schools of North Carolina must complete, with a "C" average or better, at least twenty-four semester hours in history. In addition to HIST 111, 112, 221, and 222, the 24 hours of history must include at least 12 semester hours of upper-division (300 and 400 level) courses with at least 3 hours in each of the following areas: US history; European history; Non-Western history plus HIST 451 (Seminar). Students must also take 6 semester hours each in economics, geography, political science and sociology. For the specific courses required, the candidate seeking licensure should consult both the appropriate departmental bulletins and the School of Education. All prospective teachers must possess a 2.5 average overall in order to be admitted into the teacher education program, where they will complete School of Education requirements for licensure.

Double Major

Along with guidelines set forth in this catalogue in the Chapter entitled "Academic Program and Regulations", students wanting to pursue two majors must choose a "governing" major and meet the additional requirements of: (1) maintaining a 3.0 average and (2) taking the Seminar for the "governing" major, and (3) possibly an additional seminar depending on the adopted curriculum (see your adviser).

History Course Listing (HIST 000)

111, 112 Western Civilization (3,3)

This course examines the major political, social, cultural, economic and intellectual developments which gave rise to Western civilization and its continuance.

221, 222 United States History (3,3)

This class is designed as an introduction to American history from the pre-colonial period to the present. Major political, social, cultural and economic developments will receive attention. Prerequisites: HIST 111-112.

300 Introduction to Law (3) (Also POLS 300, CRIM 300)
An introduction and survey of the field of law for students interested in understanding the diverse nature of the field of legal studies. Prerequisites: POLS 229, 230, and junior status.

305 World Civilization I (3)
An introduction to the historical development of World Civilization from its pre-history and ancient beginnings to the early modern age. This class is not a substitute for Western Civilization but counts as a Non-Western class. Prerequisites: HIST 111; HIST 221 is recommended.

306 World Civilization II (3)
An introduction to the historical development of World Civilization from the Scientific Revolution to 2001. This class is not a substitute for Western Civilization but counts as a Non-Western class. Prerequisites: HIST 111-112; HIST 221-222 are recommended.

310 The American Military Experience (3) (Also MSCI 310)
This survey of American warfare and military institutions gives particular emphasis to grand strategy, theater-level operations, civil-military relations, technological development, military leadership, and the impact of war on American society. Prerequisites: HIST 111-112; HIST 221-222 recommended.

322 Latin America: An Area Study (3)
An historical survey of the selected Latin American nations through the 20th century, the course will emphasize the national period and the intellectual, political, social, international, and economic facets of contemporary Latin America. Prerequisites: HIST 112.

325 Modern Germany (3)
A historical survey of early and modern Germany; emphasis will be placed on changes with regard to culture, economy, society, and political systems. Prerequisites: HIST 111-112.

331 History of North Carolina (3)
With an eye to meeting the special needs of those seeking teacher certification, this course surveys the state's political and economic history from the earliest colonial beginnings to the present. Prerequisites: HIST 221 or 222.

332 North Carolina: Its Geography and People (3)
With an eye toward meeting the special needs of those seeking teacher certification, this course examines in depth the geography and social history of North Carolina. Prerequisites: HIST 221 or 222.

340 Ancient Greece and Rome (3)
A survey of ancient Greece and Rome and their great traditions of democracy, monarchy, philosophy, art, architecture and drama. Students analyze the development of Greek civilization, from the rise of the city-state system, the golden age of Athens and Sparta, concluding with the Greek Empire created by Alexander the Great. Students also address the formation of the Roman Republic, its conquest of Mediterranean world, its ultimate collapse and the rise of the Roman Empire. Prerequisites: HIST 111-112.

342 Eastern Europe: An Area Study (3)
An introduction to the recent history, culture, and politics of Russia, Eurasia, and Eastern/Central Europe which will examine the major political, social, cultural and economic developments of the region's nations from the late nineteenth century through the present. Prerequisites: HIST 111-112.

343 Medieval England (3)
This survey of the history of the British Isles from the earliest times to around A.D.1307 gives particular emphasis to English constitutional history from 500 to 1307. Prerequisites: HIST 111-112.

344 Stuart England (3)
This survey of English history during the time of the Stuarts (1603-1714) emphasizes the constitutional struggles of that period. Prerequisites: HIST 111-112.

345 History of England, 1200-1700 (3)
This course studies the History of England from Magna Carta to the Glorious Revolution, covering the development of the main institutions and traditions of England, including the Monarchy and Parliament, Common Law, constitutional political science, natural rights, the Anglican Church, the founding of colonies, the King James Bible, the Royal Navy, and Shakespeare. Prerequisite: HIST 111, 112.

350 Renaissance and Reformation (3)
A survey of these two movements that dramatically altered the course of Western History and mark the transition from the Middle Ages to the Early Modern Period. Students analyze the intellectual history of these movements, as well as the political and economic changes of the age, and the tremendous religious upheavals of the sixteenth century. Prerequisites: HIST 111-112.

351 South Asia: An Area Study (3)
An introductory survey of the recent history, culture, and political institutions of South Asia from Afghanistan to Burma, with particular emphasis on India, Pakistan, and Bangladesh. Attention will also be devoted to Indian and Muslim influences on Southeast Asia. Prerequisites: POLS 229 and HIST 111-112.

352 East Asia: Area Study (3)
An introductory survey of the recent history of the culture, society, politics, and intellectual development of East Asia, with particular emphasis on the cultural heritage and contemporary issues of China and Japan. Prerequisites: POLS 229 and HIST 111-112.

353 Africa: An Area Study (3)
A survey of the history of sub-Saharan Africa from the earliest times to the present. Emphasis will be on the period from the mid-19th century to the present, with a special focus on current economic, social, and political problems. Prerequisites: POLS 229 and HIST 111-112.

354 Southeast Asia: An Area Study (3)
An introductory survey of the recent history, culture, and political institutions of Southeast Asia. Imperialism and twentieth century conflicts will receive particular attention. Prerequisites: POLS 229 and HIST 111-112.

357 The Middle East and North Africa: An Area Study (3)
An introductory survey of the recent history, culture, and political institutions of this predominantly Islamic area. Particular emphasis will be placed on those political developments since the mid-19th century that help explain the current problems of the countries in this area. Topics to be covered include the Arab-Israeli conflict, oil and the Persian Gulf, the Lebanese civil war, and the rise of Islamic fundamentalism. Prerequisites: POLS 229 and HIST 111-112.

359 The Colonial and Revolutionary Periods in American History (3)
Beginning with the voyages of discovery and ending with the Battle of New Orleans, this course emphasizes the development of political, economic, and social institutions as well as the changes that took place during the Colonial and Revolutionary periods. Prerequisite: HIST 221.

362 The Old South (3)
This course examines the social, economic, and political history of the South from colonial settlements through the end of the Civil War. Prerequisite: HIST 221.

363 The Civil War (3)
This course examines political, social and economic causes and consequences of the Civil War and Reconstruction. Prerequisite: HIST 221.

364 The New South (3)
A survey of the economic, social, and political development of the Southern United States since 1870. Prerequisites: HIST 221-222.

400 Early Modern Europe—1648 to 1815 (3)
A survey of European History from the Treaty of Westphalia to the end of the Napoleonic era, with special attention paid to the major developments of the time, including the Revolution in England, Louis XIV, Old Regime Europe, the Enlightenment, the French Revolution and the rise and fall of Napoleon. Prerequisites: HIST 111-112.

402 American Economic History (3)
This course traces the evolution of the economy of the United States, which it analyzes in terms of developments in agriculture, commerce, and industry, with particular emphasis on technology and the changing role of government. Special attention is given to the rise of modern corporations. Prerequisites: HIST 221-222.

420 History of American Intelligence (3)
This course focuses on the function of intelligence, the role it plays in the foreign policy process, how presidents from Washington to Bush have used it to promote American interests and protect national security, and ways in which the intelligence community has been affected by the behavior and policies of the executives they have served. Prerequisites: POLS 229 and HIST 222.

433 The United States in the 19th Century (3)
This colloquium provides an in-depth look at the political, economic, social, and cultural changes the nation underwent during the nineteenth century as it moved from an agrarian republic to a major industrial and world power by 1900. Prerequisites: HIST 221-222.

434 The United States in the 20th Century (3)
This colloquium provides students with an in-depth look at the America during this century with particular attention to the nation's social and cultural history, doing so from the perspective of ordinary Americans in order to understand how individuals experienced and perceived the major events of the century. Prerequisites: HIST 221-222.

444 Modern Europe (3)
This class addresses the great events of twentieth century Europe, including the First and Second World Wars, the Cold War and the collapse of communism. Prerequisites: HIST 111-112.

448 American Foreign Policy in the Twentieth Century (3)
An in-depth look at United States foreign policy during the century, including: a history of the major events and themes governing the American diplomatic tradition; the sources, processes, and implementation involved in foreign policy decision-making; and the consequences of US power and policy. Prerequisites: POLS 229 and HIST 222.

451 Seminar: Historiography and Historical Writing (4)
This "capstone course" includes original research and writing a major project based on primary and secondary sources. Required of all history majors. (Approval of the instructor is required, plus HIST 111-112.)

453 Methods of Teaching Social Studies (1.5)
A study of the methods of teaching social studies in the secondary school, this course places emphasis on the practical development of useful teaching materials. (Restricted to students seeking North Carolina teaching licensure.)

454 Internship (3)
The internship program is a supervised work experience with selected public or private agencies, museums, archives, or similar institutions and activities with a historical purpose. (Approval of the instructor is required.)

459 Contemporary Issues and Conferences (1-3) (POLS 459)
This course is designed to encourage student participation in such programs as the Model United Nations and other intercollegiate conference activities and special programs of study. A student must secure the permission of the instructor in order to enroll in POLS/HIST 459.

460 Special Topics (3)
Special Topics is a tutorial course established at the request of the student and an agreement with a faculty member when special needs or circumstances require presentation of subject matter not otherwise included in the academic program. (By arrangement with the instructor.)

Geography Course Listing (GEOG 000)

113 Introduction to Geography (3)
A survey of the natural landscape and the forces acting upon it. The course provides an introduction to geological and meteorological processes affecting the earth, as well as addressing the political, economic, and social changes influenced by geographic movements.

114 World Regional Geography (3)
The basic objective of this course is to analyze various world regions with respect to the influence of physical and cultural environments in both spatial and temporal contexts.

Honors Program – Honors Interdisciplinary Studies Minor

Co-Directors: Dr. Ann Ortiz, Mr. Bert Wallace

The Honors Program Statement of Purpose

The Honors Program at Campbell University consists of courses, cultural/social events, and service learning activities organized under the Honors Interdisciplinary Studies Minor Program. It exists to enrich the educational experience of students whose academic successes and demonstrated character indicate that they are likely to benefit from the additional challenges of an enhanced course of study. The Honors Program builds on the standard curriculum in two related ways. First, it fosters the intellectual growth of honors students by expecting that they demonstrate both broad knowledge and deep understanding. Honors students demonstrate breadth of knowledge in a general way by maintaining a high level of success in all of their classes. In addition, they participate in academically challenging classes designed especially for the Honors Program which emphasize, by means of interdisciplinary presentation, the integral relatedness of all knowledge. Students finish these classes more fully aware that the abstractions of philosophy may have very practical historical consequences, for example, or that literary works may influence developments in the natural sciences. Because they develop particular topics in greater detail than similar courses in the standard curriculum do, these classes also require that honors students gain depth of understanding. To put it another way, they ask students to grapple with the complexity that characterizes much of human experience.

Because wholeness of life involves more than intellect, however, the Honors Program fosters a second area of growth in students, growth towards the maturity of character that serves others. This area of growth involves awareness that human beings, in addition to being intellectual, are also social and cultural beings. The Honors Program enriches the social experience of students by encouraging honors students to recognize themselves as members of a community through making it possible for them to meet socially. In addition to such informal social events as picnics and study sessions, these social occasions include more formal cultural opportunities, such as together attending theatre or other cultural events together. These events are meant to be enjoyed, of course, but also to make students more aware that they are participants in a society, a culture, and a community involving others.

Integrity of living further requires gratitude and service. The Honors Program expects honors students to recognize and act on the awareness that their natural gifts and their practiced skills have not been developed in isolation, but in community. When students are able to see that they are part of a community, they are more likely to take seriously the claims of that community on their lives. Family, friends, faith communities, and teachers have all contributed in their various ways to the successes of most students. Honors students recognize, in other words, that their intellectual and personal gifts come with responsibilities; they work to fulfill these responsibilities by serving as leaders among their peers and by giving personal time to others (in missions, tutoring or other service learning). Through their participation in service activities, honors students practice their commitment to the good of others and express gratitude for the good they have received. These service activities round out the learning experience of honors students; through working for others, being exposed to new situations, and interacting with people they might not otherwise meet, students will learn about themselves and their world in ways that build on and balance classroom learning.

While the honors program exists primarily as a means of enhancing the learning and service opportunities of motivated and gifted students, it also benefits the broader University community. Because the program actively invites faculty to design creative and challenging courses for the honors student, it encourages every faculty member to think about his or her teaching subject in fresh ways. Professors who teach

in the program profit from the chance to develop and teach their ideas to a select group of motivated learners. In addition, the interdisciplinary emphasis of the program promotes faculty dialogue as professors look beyond their own specialties and beyond their own departments for support in developing the honors courses.

These benefits for faculty will ultimately enrich the learning of the student body at large; ideally, professors who have taught in the honors program will bring to their other classes the fresh insights they have developed as well as new perspectives that may be suggested to them by the honors students. The honors students also, as they interact with other students, are likely to challenge and encourage them, both academically and with respect to service opportunities, making their own contribution to the general student population. Ideally, honors students will continue to interact positively with the communities they are part of away from campus and after graduation—in their churches, home towns, graduate programs, and professional lives—making them, in these communities, ambassadors for Campbell University.

The Honors Program Requirements

For Admission into the Program:

- As an incoming freshman:
  - High school GPA=3.5 or higher
  - SAT=1650 or higher
- As a second-semester freshman or transfer student:
  - College GPA=3.25 or higher
  - Letter of recommendation from faculty

For Continuance in the Program:

- Maintain a college GPA=3.25 or higher
- Successful completion of courses in the Honors Curriculum
- Participation in community service:
  - At least one group service activity per semester (or an equivalent acceptable to the committee)
  - Individual and group service hours on the following per-semester schedule:
    2 group activities (8-12 hours) + 12 hours individual service=20-24 hours/semester
    OR 1 group activity (4-6 hours) + 20 hours individual service=24-30 hours/semester
- Participation in social events (one of two or more scheduled each semester)

The Honors Interdisciplinary Studies Minor (18 Semester Hours)

Over the course of several years, the Honors Curriculum Committee has worked to establish the Honors Interdisciplinary Studies (HIS) curriculum minor, consisting of 18 semester credit hours, which would accomplish the goals of the program and fulfill the needs and interests of both students and faculty. The results of this work, as outlined below, define a program that is innovative, integrative, and challenging. This curriculum very deliberately incorporates the Campbell University Statement of Purpose and, in doing so, provides students in the program with an opportunity unique to Campbell.

Freshman year:
First Semester—HONOR 101, Honors Orientation Seminar I (2 credit hours)
Second Semester—HONOR 102, Honors Orientation Seminar II (2 credit hour)

Sophomore and Junior years: Four upper level Honors courses, seminar-style, special topics courses, usually emphasizing interdisciplinary and integration (three credit hours each; twelve hours total)
First Semester—HONOR 250 (3 credit hours) or HONOR 350 (3 credit hours)
Second Semester—HONOR 251 (3 credit hours) or HONOR 351 (3 credit hours)

Although it is recommended that these courses be taken during the Sophomore and Junior years, students may elect to take one of these courses during the freshman year or to postpone one course until the senior year, as circumstances and schedule warrant.

Senior year:
First Semester—HONOR 401, Honors Program Thesis (1-3 credit hours)
Second Semester—HONOR 402, Honors Program Senior Seminar (1-3 credit hours)

Honors Interdisciplinary Studies Program Course Listing (HONOR 000)

101 Honors Orientation Seminar I (2)
A discussion-based class introducing students to integrative thinking within a broadly-based Christian worldview.

102 Honors Orientation Seminar II (2)
A service-learning class in which students integrate academic concepts related to service to the community and participate in field trips and actual service activities.

250 Honors Intermediate Special Topics (3)
An intermediate seminar style course on a special topic approved by the Honors Program Committee.

251 Honors Intermediate Special Topics (3)
An intermediate seminar style course on a special topic approved by the Honors Program Committee.

350 Honors Advanced Special Topics (3)
An advanced seminar style course on a special topic approved by the Honors Program Committee.

351 Honors Intermediate Special Topics (3)
An advanced seminar style course on a special topic approved by the Honors Program Committee.

401 Honors Program Thesis (1–3)
A special project, possibly (though not necessarily) involving a topic in the student's major, designed by the student and a faculty mentor, in consultation with the Honors Curriculum Committee.

402 Honors Program Senior Seminar (1-3)
A seminar-style "exit" course, incorporating student presentation of projects completed for HONOR 401.

Information Technology and Security

Associate Professors: Dr. Merry, Mr. Varma

Assistant Professor: Dr. Williams (Chair)

Requirements for a Major in Information Technology and Security (CIP 11.0103)
ITS majors must choose a concentration in Information Technology Management (ITM) or Information Security (IS). Majors must complete, with a "C" average or better, the following requirements.

If a student chooses to do a double-concentration in ITM and IS, the ITS courses outside the core requirements cannot be applied to both concentrations. Thus, double-concentrating students must take four ITM-specific courses and four distinct IS-specific courses.

Requirements for Information Technology Management Concentration (BS)
- Core requirements: ITS 150, 200, 250, 275, 345, 351, 410, and 465
- ITS 235
- Three of the following courses: ITS 245, 280, 360, 365, 375, 420, 430, 450, and 470
- 12 credit hours in ACCT, ECON, and/or BADM at the 200 level or above.

Requirements for Information Security Concentration (BS)
- Core requirements: ITS 150, 200, 250, 275, 345, 351, 410, and 465
- ITS 300
- Three of the following courses: ITS 235, 310, 360, 365, 375, 425, 450, 460, and 470
- 12 credit hours in CRIM at the 200 level or above.

Requirements for Information Security Concentration (AA)
- ITS 150, 200, 235, 300, 310, and 6 hours of ITS electives
- ENGL 100, 101, 102; ENGL elective (3 hours); MATH electives (6 hours); HIST 111, 112; science lab course (4 hours); ART, MUSC, or THEA 131; RELG 125; PE 111 or 112, 185; and 6 hours of unrestricted electives.

Requirements for Information Technology Management Concentration (AA)
- ITS 150, 200, 235, 345, 351, and 6 hours of ITS electives
- ENGL 100, 101, 102; ENGL elective (3 hours); MATH electives (6 hours); HIST 111, 112; science lab course (4 hours); ART, MUSC, or THEA 131; RELG 125; PE 111 or 112, 185; and 6 hours of unrestricted electives.

Requirements for a Minor in Information Technology Management
A student must complete, with a "C" average or better, 18 semester hours including ITS 150, 200, 345, 351, and two additional approved ITS courses.

Requirements for a Minor in Information Security
A student must complete, with a "C" average or better, 18 semester hours including ITS 150, 200, 300, and three additional approved ITS courses.

Information Technology and Security Course Listing (ITS 000)

150 Fundamentals of Information Technology (3)
This course serves as a survey course that covers Microsoft Office software, computer number systems, basic of web publishing, introduction to computer programming, tactical Microsoft Windows tools, web resources, careers in Information Technology. Prerequisite: None

200 Internet Applications (3)
Understanding the WWW environment, servers, browsers, and search techniques. Major topics include Web page design, Web-based multimedia/graphics, CGI, Java Script, VBScript, DHTML, Active-X Controls, CSS, and XML programming. Database applications using WWW will be discussed. New Internet technologies will also be covered. Prerequisite: ITS 150.

235 Windows Operating Environment (3)
Study of windows-based operating systems. Windows client/server operating systems installation, configuration, and customization. Operating systems services, service packs, APIs, third-party utilities, OS security, migration strategies, virtualization, and server consolidation are also included. Prerequisite: ITS 150

245 Portals, Blogs, and Semantic Web (3)
Personal and enterprise portal design, development, and management. Lightweight web publishing (blogging), semantic web technologies, XML-tagged data, Web-based data and their interrelationships, architecture of a portal based on Semantic Web Services (SWS), information presentation and exchange over the internet, and semantic blogging. Prerequisite: ITS 200.

250 Programming Language I (3)
Comprehensive study of computer programming involving computer logic and intuitive human computer interface mechanisms such as windows, forms, buttons, list and combo boxes, trees and others. The computer logic covers basic programming constructs. Interface design includes discussion of function for various common controls. The tools of debugging and compilation are explored. Also included are uses of object-oriented techniques. One of the following languages will be selected: C++, Java, and Visual Basic. Prerequisite: None.

275 Programming Language II (3)
The second programming language is a continuation of ITS 250. It includes built-in and user-defined data types, data structure, control structure, built-in and user-defined libraries, graphics programming, text files, data connectivity, web applications development, client and server components, and Internet deployment. Prerequisite: ITS 250.

280 Computer Graphics and Animation (3)
This project-based survey course provides background for building engaging interactive content with Adobe Photoshop, Macromedia Flash, and Sony Vegas. Also incorporated are animation, music, sound, video encoding features and code editing enhancements. The preparation and exportation of finished projects for Web and broadcast is included. Prerequisite: None.

300 Information Security and Countermeasures (3)
Security of information systems with emphasis on corporate security infrastructure, trusted systems, information security models, disaster recovery, business continuity planning, risk analysis, intrusion

detection systems, and intrusion prevention. Countermeasure techniques at client, server, and network level are also explained. Prerequisite: ITS 200.

310 Threat Analysis and Management (3)
Identification, analysis, and classification of threats at individual and corporate level are discussed. Corporate assets vulnerabilities, threat management processes, mitigation strategies, reporting, counterintelligence and cyber threats are also explained. Prerequisite: ITS 300.

345 Database Management (3)
The structure, design, and development of databases are investigated with emphasis on using the database management software as an integral component of an information system. Emphasis is given to relational databases, object-oriented databases, client-server databases, enterprise data modeling, Internet database environment, and data warehousing. Prerequisite: ITS 200.

351 Systems Analysis, Design and Development (3)
The analysis and design of information systems. Students will learn the concepts involved in SDLC approach used in system design and development including all aspects of the analysis, design, implementation, and evaluation or computer systems. Use of CASE software will be emphasized. Prerequisite: ITS 200.

360 Knowledge Management (3)
Identification and organization of knowledge resources such as expertise, skills and competencies; knowledge organization methods such as classification, cataloguing taxonomies and metadata; search strategies, and information retrieval; acquiring knowledge in the digital age, knowledge discovery through data mining; management of information and knowledge organizations; organization of information and knowledge resources; competitive intelligence through knowledge representation. Prerequisite: ITS 345.

365 Web Mining (3)
Introduction to techniques of mining information from the web, data sources on the web, personalization, working with logs, forms, and cookies, user identification and path analysis, efficient text indexing, Web search including crawling, Web metadata text/Web clustering, text mining, link-based algorithms, Information Extraction (IE) enabling tools, semantic Web mining, Web Agents, domain-specific semantic search engines; applications in E-Commerce, Bio-Informatics, and business intelligence; site management, personalization, and use profiling; Web content mining and Web structure mining. Prerequisite: ITS 345.

375 Disaster Recovery and Business Continuity Planning (3)
Business continuity requirements and policies; crisis management, emergency response, damage assessment; fact finding, risk analysis, business impact analysis and time-sensitive business functions; business continuity strategies and recovery team concept; testing and maintenance of an effective recovery plan; vital records and off-site storage; emergency response procedures, command, control and emergency operations; resumption, recovery and restoration procedures; vendor contracts, corporate awareness program, reporting and audits; strategies to recover the infrastructure and processes; manage recovery teams. Prerequisite: ITS 300.

410 Networking and Telecommunications (3)
Topics include analog and digital voice; data, imaging, and video communications fundamentals, including signaling and data transmissions; networking and telecommunications techniques, applications

technology, networking topologies and internetworking architectures; LAN fundamentals, such as Ethernet and token ring; WAN fundamentals, such as circuit-switching, packet-switching , X.25, frame relay, and Asynchronous Transfer Mode; computer networking using OS1 model; protocols and the technologies associated with each layer; network design and development; Internet/ Intranet, TCP/ IP, MANs, VPN, VLAN, SANs, PANs, VOIP, remote access, Wireless networks, Directory Services, network security, and network management; evolving Internet Protocol (IP) technologies such as Internet 2. Prerequisite: ITS 200.

420 Wireless/Mobile Systems (3)
Fundamentals of application development for the mobile platform including cell phones, smart phones and PDAs. Applications include databases, UDP programming, graphics programming, web services, Bluetooth, Google applications, GPS, and GSM/GPRS. Prerequisite: ITS 250 and ITS 345.

425 Computer Forensics (3)
Role of computer forensics examiner, forensic evidence preservation and computer forensic tools; evidence analysis, chain of custody, and data retrieval from computer hardware and software applications; development of investigative thinking and awareness; study of data hiding techniques, encryption and password recovery; evidence gathering and documentation techniques; imaging digital media, hiding and discovering potential evidence, applying steganography techniques, manipulating alternate data streams, discovering information in mangled files, conducting e-mail investigations, reconstructing browser and Web server activity, establishing covert surveillance with key stroke loggers and remote access, configuring tools to detect a rootkit. Prerequisite: ITS 300.

430 Data Mapping and Exchange (3)
Concentrated study of emerging XML technologies such as web services: Google Earth Markup Language (KML), wireless markup language (WML),: a language designed for transferring GPS data between software applications (GPX), Java Speech Markup Language (JSML): a language for annotating text input to speech synthesizers (JSML) and an open standard for broadcasting changes made in a wiki and publishing them on remote servers (WikiPing,). Included is an exploration of DTD which validate markup languages. Prerequisite: ITS 200 and ITS 275.

450 Information Compliance Management (3)
Regulatory mandates, new standards for business practices, compliance requirements, tracking the originality of source code, visualization tools that support compliance, security and privacy regulations, technology for managing audits, identifying security vulnerabilities in software systems, trustworthy record keeping; Sarbanes-Oxley Act (SOX), HIPAA, Gramm-Leach-Bliley Act (GLBA), PCI Compliance, Control Objectives for Information and other Technologies (COBIT), USA PATRIOT Act, IT Governance, compliance convergence, ISO IEC 17799, and many other standards. Prerequisite: ITS 300.

460 Information Warfare (3)
This course will provide the student with a basic understanding of information warfare. It will build from a strategic understanding of warfare as reflected in the information realm. It will discuss bother theoretical and practical aspects of dealing with information warfare. Included will be a discussion of how Information Warfare differs from cybercrime, cyberterrorism and other forms of online conflict. Information terrorism, cyberspace law and law enforcement, information warfare and the military, intelligence in the information age; IW policy, ethical issues, social issues, and political effects; high-level analysis of information warfare threats, like cyberterrorism, espionage, internet fraud, psyops, biometrics, intelligence activities, offensive and defensive tactics, Network Centric Warfare, information technology as a tool of warfare are also included. Prerequisite: ITS 300.

465 Senior Project (3)
An opportunity for students to function in a more realistic technology environment. The project will require students to apply their classroom knowledge to design and develop a project using structured systems development methodology. Systems flow charts, data/process models, forms design, report specifications, programming, and documentation would be produced. The systems development life cycle (SDLC) will be used to identify and complete various phases of the project. Students will submit a comprehensive report and present it in the class with supporting documentation for final evaluation. Prerequisites: ITS 345 and 351.

470 Issues in Information Technology, Security, and Intelligence (3)
Current issues in information technology, security, and intelligence are examined. In depth and comprehensive research is mandatory. Course content varies and will be announced in the schedule of courses by suffix and title. This course may be repeated for credit as topics vary. Prerequisite: Senior standing, superior academic performance, and permission of the instructor.

Mathematics

Professor: Dr. Norwood

Associate Professors: Dr. Kiu, Mrs. Todd

Assistant Professors: Ms. Walker, Dr. Williams (Chair)

Instructor: Ms. Manhart

Adjunct Faculty: Mrs. Lee, Mrs. Peede, Mr. Richmeier, Mrs. Showalter, Dr. Yang.

Mathematics and the General College Curriculum

Successfully complete MATH 122 or two mathematics courses numbered 111 and above as selected by the major department.

Requirements for a Major in Mathematics (CIP 27.0101)

The candidate must complete, with a "C" average or better, ITS 250 and a minimum of 33 semester hours in mathematics, with 18 of the semester hours at the 300 level or above and including MATH 224, 333, 342, and 441. Students may receive advanced placement for MATH 122 or 223.

Requirements for a Minor in Mathematics

A student must complete, with a "C" average or better, 18 semester hours including MATH 122, 223, 224 and two additional approved courses above the 224 level.

Requirements for Teacher Licensure in Mathematics (CIP 13.1311)

Student who desire licensure to teach mathematics in the secondary schools of North Carolina must complete, with a "C" or better, at least thirty-six semester hours in mathematics including MATH 224, 333, 340, 341, 342, 395, 441, 443, and 453. Students must acquire and maintain a 2.500 grade-point average to be admitted into the teacher education program and complete the professional education requirements.

Mathematics Course Listing (MATH 000)

110 Fundamentals of Mathematics (3)
(Credit in Math 110 does not satisfy the General Mathematics requirement. If a student has credit in any other mathematics course, he may not enroll in Mathematics 110.) Basic skills are emphasized-addition, subtraction, multiplication and division of fractions; rules of exponents; solving linear equations; graphs; "word" problems.

111 College Algebra (3)
(Credit in MATH 111 is not allowed if students have credit in MATH 122.) A basic study of logic, structure, and foundations of algebra. Major topics include functions, inequalities, equations, roots, radicals and exponents.

112 Trigonometry (3)
A study of trigonometric functions, derivation of formulas, the solution of right and oblique triangles with practical applications, solving trigonometric equations, and verifying trigonometric identities, other topics include vectors, complex numbers, and logarithms. Prerequisite: A student should be proficient in algebra and geometry.

118 Mathematics for Liberal Arts (3)
Topics included: symbolic Logic, truth tables, analyzing arguments, sets and counting, probability, expected value, sample data, measures of central tendency, interest, annuities, amortized loans, geometry, matrices, Markov chains, linear programming.

122 Analytic Geometry and Calculus I (4)
Topics included: directed distance, slope of straight line, equations of a line, angle between two lines, conic sections, functions of one variable, graphs of functions, limits, continuity, derivatives, differentials, related rates, maximum and minimum problems, Rolle's and mean value theorems, integration, area, properties of the definite integral, and application of the definite integral.

160 Elementary Statistics (3)
Emphasis on statistical inference beginning with a study of elementary probability and continuing to "decision making" through topics that include: mean, standard deviation, analysis of variance, regression analysis of variance, regression analysis, and hypothesis testing.

203 Mathematics Principles (3)
A study of strategies to solve a variety of problems, our numeration system, number theory, geometry, and measurements. Prerequisites: MATH 111, high school geometry and an elementary/middle grades education major.

204 Geometry for Middle Grades Teachers (3)
A study of geometry that will be suitable for middle grades, including basic constructions, paper folding, symmetry, transformational geometry tessellations, fractals, networks, and four color graphs.

212 Logic (3)
A study of arguments to determine validity. Different types of common fallacies will be examined and other inconsistencies that cause an argument to be invalid. Arguments will be written in symbolic for and checked for validity by truth tables. More complex arguments will be checked for validity by methods common to logic. Students will be expected to construct a valid argument in symbolic form.

223 Analytic Geometry and Calculus II (4)
Topics included: differentiation and the integration of logarithmic, exponential, trigonometric, inverse trigonometric, and rational functions, and other special forms, approximating definite integral, polar and Cartesian equations of conic sections, and hyperbolic functions. Prerequisite: MATH 122.

224 Analytic Geometry and Calculus III (4)
Topics included: vectors in a plane, dot product, derivative of vector value functions, arc length, velocity vector, acceleration vector, unit tangent and normal vectors, curvature, indeterminate forms, improper integrals, vectors in three dimensions, cross product, lines in space, surfaces and revolution, limits of functions of two or more variables, continuity, partial differentiation, double and triple integrals and series. Prerequisite: MATH 223.

331 History of Mathematics (3)
A study of the historical development of the various branches of mathematics and, of the contributions of noted mathematicians to the science of mathematics.

333 Linear Algebra (3)
A study of the basic properties of matrices, properties of determinants, rank of a matrix, equivalent matrices, inverse of a matrix, vectors and vector spaces, linear transformations, linear operators, unit and orthogonal transformations, characteristic equations and roots, minimum polynomial, bilinear, quadratic and Hermitian forms.

337 Differential Equations (3)
Topics included: Methods of solution of first order linear differential equations, higher order linear differential equations, higher degree differential equations, and special differential equations; operators; Laplace transforms, and applications. Prerequisite: MATH 223.

340 Discrete Mathematics (3)
This course covers the following topics: sets, symbolic logic, relations, functions, mathematical induction, recurrence equations, trees, spanning trees and graph theory.

341 Probability and Statistics I (3)
A study of probability and statistical inference containing models. There is a theoretical development of distributions including discrete, continuous, multivariate, normal, and sampling distributions. Prerequisite: Math 122.

342 Probability and Statistics II (3)
A continuation of MATH 341 including confidence interval estimation, hypothesis testing, correlation, regression, and analysis of variance. Applications will be drawn from various fields. Prerequisite: MATH 341.

343 Advanced Statistical Methods (3)
Simple and multiple linear regression, nonlinear regression, one-way and two-way analysis of variance, multiple comparisons, factorial experiments, nonparametric methods. Prerequisite: MATH 342 or permission of instructor.

376 Introduction to Numerical Methods (3)
Concerned with the practical solution of problems on computers. Prerequisite: ITS 250. Co-requisite: MATH 224.

395 Mathematics Content Knowledge Project (1)
Student will complete a project demonstrating knowledge and understanding of a chosen area of mathematics. Prerequisites: Junior or senior standing and permission of adviser, department chair, and instructor.

441 Introduction to Modern Abstract Algebra (3)
A study of the number system, groups, rings, integral domains, and fields. Prerequisite: MATH 122 (shall have junior standing).

443 Topics in Geometry (3)
An integrated course which includes set theory, logic, a critical study of Euclidean geometry from modern postulation systems and a comparison of Euclidean geometry to elliptic, hyperbolic, and projective geometries.

445 Analysis (3)
An introduction to analysis covering the real and complex number system, basic topology, numerical sequences and series, continuity, differentiation, and the Riemann Stieltjes integral.

447 Complex Analysis (3)
A basic study of complex numbers, including properties, functions, derivatives, integration, infinite series, residues and conformal mappings.

453 Methods of Teaching Mathematics (2)
A study of methods of teaching mathematics in the secondary school. A course in general methods is also required.

501 Topics in Math for Elementary Teachers (3)
Selected topics in mathematics including algebra, geometry, probability, trigonometry. For Elementary (K-4; 4-6; 6-9) Education majors only.

510 Topics in Geometry (3)
Axiomatic systems, finite and incidence geometry, neutral geometry, parallel postulate with implications, Euclidean geometry, analytic and transformational geometry, non-Euclidean geometries.

522 Number Theory (3)
The course will include divisors and prime numbers, congruencies, Euler's o-function, Diophantine equations, Pythagorean triplets, quadratic reciprocity, and continued fractions.

535 Probability and Statistics (3)
Topics from probability, random variables, expectation, random sampling, test of hypotheses and regression.

540 Introduction to Topology (3)
A study of the basic concepts of general topological space including such topics as compactness, product spaces, connectedness, metric spaces and continuous functions.

545 Real Variables (3)
A study of the real numbers and real valued functions covering the topics: direct products, relations, orderings, sequences, open and closed sets, measurable sets and functions, Riemann integral, Legesgue integral, monotone functions, absolutc continuity, matrix spaces, and topological spaces.

Music

Professor: Dr. Whitley (Chair)

Associate Professors: Dr. McKee, Dr. Morrow, Dr. Wilson

Assistant Professor: Dr. Thomas

Adjunct Faculty: Ms. Bruno, Dr. Buckner, Mr. Daniecki, Ms. Gorham, Dr. Hester, Ms. Hudson, Ms. Kenny, Ms. LeGrand, Mr. Martin, Dr. Parashkevov, Dr. Pruett, Ms. Schafer, Mr. Walsh, Mr. Winter, Ms. Wishart

Campbell University offers five specialized tracks in Music including Music Education (with N.C. Certification in Music Education, K-12), Church Music, Composition, Comprehensive Music, and Piano Pedagogy. Admission to the Department of Music is open to students who complete an audition for the music faculty on an intended major applied instrument or voice. In addition to the general requirements for all undergraduate degrees, the course of study in Music includes courses in Music Theory, Aural Training, Music Literature, Music History and Music Performance. Candidates for graduation must have an overall grade point average of 2.5 on all college work attempted and a grade of "C" or better on each course required in Music. Additionally, Music Education majors must have a grade of "C" or better on each course required in Education, and Church Music majors must have a grade of "C" or better on each course required in Religion.

Music Department Handbook of Policies and Guidelines

In addition to requirements published in the catalogue, the Department of Music issues a Handbook of Policies and Guidelines to each student upon entrance to the Department of Music. The Handbook of Policies and Guidelines gives specific information regarding use of Facilities, Auditions, Juries, Recital Performance and Attendance, and Minor Instrument Proficiencies and Guidelines.

Requirements for a Major in Music (CIP 50.0901)

The following courses are required of all music majors on all tracks: MUSC 101, 102, 103, 104, 132, 133, 201, 202, 203, 204, 221, 223, 331, 332, and 432. Students must enroll in a major ensemble (441, 443, or 456) with each semester of major applied study. Total semesters for major applied study vary with each track. Each track requires 2 semesters of minor applied study. The minor applied study for piano majors is determined following consultation with faculty adviser. The minor applied study for all other majors is piano. Each student must meet the guidelines in piano proficiency (defined in Handbook of Policies and Guidelines) before the minor applied requirement is satisfied. It may be necessary to take more than 2 hours of minor applied study to meet guideline proficiency requirements. If a student can meet guideline proficiency requirements prior to 2 semesters of minor applied study, the student may opt for another minor applied study. Completion of MUSC 101-104 eliminates four hours of the natural science requirement of the General College Curriculum. Course exemption is available in Music Theory through advanced placement testing. However, students who place beyond MUSC 101, 103, 201 or 203 must substitute each exempted course with MUSC 291, 302, 401 or 402 in observance with prerequisites.

Music Education (CIP 13.1312)

The requirements include the following music courses in addition to those required of all music majors: MUSC 263, 264, 265, 266, 267, 420, 421, and 453. Seven semesters of major applied study culminating with a half recital in the seventh semester are required. Students must also complete the Professional Education sequence in the School of Education. Total number of hours: 145 ½.

Church Music (CIP 50.0999)
The requirements include the following music courses in addition to those required of all music majors: MUSC 267, 326 (keyboard majors only) or 327 (instrumental or voice majors only), 427, 428, 429, 437, 438, and 457; RELG 125, 202, 212, 222, 224, and 226. Seven semesters of major applied study culminating with a half recital in the seventh semester are required. Total number of hours: 130.

Composition (CIP 50.0904)
The requirements include the following music courses in addition to those required of all music majors: MUSC 263, 264, 265, 266, 267, 291, 302, 391, 392, 401, 402, 491, and 492. Six semesters of major applied study culminating with a half recital in the sixth semester are required. Additionally, enrollment in a major ensemble (441, 443, or 456) in the seventh and eighth semesters, and a half composition recital in the eighth semester are required. Total number of hours: 128.

Comprehensive Music Curriculum (CIP 50.0901)
The requirements include the following music courses in addition to those required of all music majors: MUSC 267, 302, 401, 402, and 461. Course of study requires 12 hours of free electives. Eight semesters of major applied study culminating with a full recital in the eighth semester are required. Total number of hours: 128.

Piano Pedagogy (50.0907)
The requirements include the following music courses in addition to those required of all music majors: MUSC 302, 328, 329, 402, 416, 417, 421, 435 and 461. Eight semesters of major applied study culminating with a recital in the eighth semester are required. Total number of hours: 128.

Prerequisites
MUSC 101 and 102 are prerequisites to all credit music courses except the following: MUSC 131, 132, 133, 321, 437, Music Ensembles, and Applied Music. MUSC 201, 202 are prerequisites to the following: MUSC 302, 331, 332, 401, 402, 432, and 457. MUSC 101, 102, and 201 are prerequisites to MUSC 291. MUSC 291, 391, 392, 491, and 492 must be taken in sequence. HIST 111 and 112 are prerequisites to MUSC 331. Exceptions to the above must be made with the consent of the instructor and the Chairman of the Department.

Requirements for a Minor in Music
A minor in music includes MUSC 101, 102, 132, 133, 221, four hours of ensemble, three hours of applied music study, performance on two informal recitals, and one additional three-hour music lecture course. MUSC 131 may be substituted for MUSC 132 and 133.

Music Course List (MUSC 000)

100 Music Fundamentals (2)
Study of the basic fundamentals and rudiments of music including major and minor scales, key signatures, intervals, solfege, introduction to harmonic analysis, elements of rhythm, and keyboard applications. This course is elective, and does not fulfill any requirement toward a degree in music.

101 Introduction to Theory (2)
The basic rudiments of music including scales, intervals, primary triads, melody, and rhythm with written and keyboard application. Brief consideration of the acoustics of music.

102 Introduction to Sightsinging and Ear Training (2)
Aural skills of music including scales, intervals, primary triads, melody, harmony, and rhythmic dictation on the elementary level.

103 Elementary Tonality (2)
Continued study of elementary music theory including melody, non-harmonic tones, secondary chords and inversions, modulations, and simple forms with written and keyboard application.

104 Sightsinging and Ear Training (2)
Continuation of aural skills of music including scales, intervals, primary and secondary triads, non-harmonic tones, melodic, harmonic, and rhythmic dictation on the upper-elementary level.

131 Music Appreciation (3)
An introduction to music through a rudimentary understanding of the principles of form and the elements of music. Various styles and types of vocal and instrumental works are studied. Historical and cultural backgrounds are included to show their influence on musical development from Gregorian Chant to the present.

132-133 Music Literature (1, 1)
A study of basic vocabulary, forms, periods, and styles of Music. An introduction to music literature for freshman music majors.

161-162 Class Piano-Elementary (1, 1)
Class instruction in piano, elementary level.

201-203 Advanced Tonality (2, 2)
A continuation of MUSC 103. Included in this study are seventh chords, altered chords, modulation, chromatic harmony, and the keyboard application of the principles studied.

202-204 Advanced Sightsinging and Ear Training (2, 2)
A continuation of MUSC 104. Advanced sight singing and ear training.

205 History of Jazz (1)
The History of Jazz chronicles style periods and central figures in jazz history from the early 20th century until the present. This course is open to both majors and non-majors in music.

206 Handbell Ringing (1)
An introductory course to provide instruction and practice techniques so that students can gain confidence as handbell ringers, experience in leadership skills, and understanding of the structure of bell choirs and materials. The students will study a variety of published handbell music, and experiment with various ringing techniques. Students will practice through playing in an established bell choir and by observing other choirs. This course is open to both majors and non-majors in music.

207 Beginning Guitar Class (1)
An introductory course for beginning guitar including simple notation and chord reading, ensemble experience, rhythm strumming techniques, and chording for vocal accompaniment and group song.

221 Conducting (2)
A study of basic conducting techniques.

223 Advanced Conducting (2)
A continuation of 221. Class includes practical experience with ensembles.

261 Diction for Singers (1)
A course addressing pronunciation issues relating to singing in the six principal languages of western music--Latin, Italian, English, French, German, and Spanish. A central thrust of the course is the use of an familiarity with the International Phonetic Alphabet.

263 Woodwind Methods (l)
Study and practical application of the techniques of teaching and playing the flute, oboe, clarinet, saxophone, and bassoon. Designed for Music Education majors.

264 Brass Methods (1)
Study and practical application of the techniques of teaching and playing the trumpet, horn, trombone, euphonium, and tuba. Designed for Music Education majors.

265 String Methods (1)
Study and practical application of the techniques of teaching and playing violin, viola, cello, and double bass. Designed for Music Education majors.

266 Percussion Methods (1)
Study and practical application of the techniques of teaching and playing percussion instruments including snare drum, timpani, keyboard, accessories, and drum set. Designed for Music Education majors.

267 Introduction to Electronic Music (1)
A survey of the history of electronic music. Practical application of the basic techniques of tape manipulation and elementary electronic music production. Required of Music Education majors.

302 Tonal Counterpoint (3)
A study of eighteenth-century contrapuntal techniques with emphasis on the style of Bach. Linear and vertical aspects and the analytical study of contrapuntal procedures and devices creatively applied in progressive exercises.

319 Music for the Preschool (2)
A study of philosophy, methods and materials appropriate to musical development of the preschool child. Course will include basic rudiments of music and music literature for preschool classroom. Basic performance skills with voice, autoharp and Orff instrumentarium is provided.

320 Practicum in Preschool Music (1)
Practical experience and application of methods and materials acquired in Music 319. Experience features musical leadership with preschoolers in a supervised setting.

321 Music for the Classroom Teacher (3)
The methods and materials used by the classroom teacher in presenting music in the elementary grades

including a review of the basic rudiments of music. Development of basic performance skills on the piano, autoharp, and the Orff instrumentarium is provided. (Not offered to music majors.)

326 Service Playing (1)
Techniques and materials used in playing for church services. The course is for the Church Music major whose principal instrument is piano or organ.

327 Organ Nomenclature (1)
An introduction to the characteristics of the organ and the technique of organ playing. For the Church Music major whose principal instrument is not organ.

328 Piano Pedagogy (3)
A study of the standard methods and materials used in teaching piano on the elementary through advanced levels, and practical ways to establish piano teaching for income.

329 Piano Literature (3)
A study of styles and structures of music for stringed keyboard instruments during the late Baroque, Classical, Romantic, and Twentieth Century eras with emphasis on characteristics of keyboard instruments, musical ornamentation and musical forms, performance practices, score study and aural identification.

331 Music History to 1750 (3)
A chronological study of the development of western music from its origins with emphasis on the growth of musical concepts. Study of composition techniques, styles, and the analysis of musical forms. Interrelation of music, painting, sculpture, literature, and architecture.

332 Music History 1750-1900 (3)
Consideration of literature, forms, and tonal concepts which emerge. Score analysis. Integration of literature, painting, sculpture, and architecture with music.

350 Introduction to Suzuki Pedagogy (3)
A study of the standard methods and materials used to teach Suzuki pedagogy in group and private settings. Prerequisites: Six hours of Applied Music Study, MUS 171 or higher.

401 Orchestration (3)
The study, techniques, and history of arranging for orchestra, band, and heterogeneous groups. Major project for full ensemble required.

402 Forms and Analysis (3)
A study of small and large forms from choral, piano, and symphonic literature.

416 Practicum in Supervised teaching of Piano I (1)
Experience with teaching piano at various levels under the guidance and observation of the instructor.

417 Practicum in Supervised teaching of Piano II (1)
Continued experience with teaching piano at various levels under the guidance and observation of the instructor.

420 Music Methods in the Secondary School (3)
A study of the techniques of the appropriate vocal and instrumental methods and materials for the secondary school (grades 6-12). The vocal component includes a study of the adolescent voice, organization and administration of the graded choir program, literature, materials, contest procedures and show choir. The instrumental component includes a study of beginner and intermediate methods, graded literature, organization and administration of the graded instrumental program, instrument maintenance, parade and show marching, and contest procedures.

421 Music Methods in the Elementary School (3)
A study of techniques of teaching, particular problems, and appropriate materials for elementary grades: the general music class, suitable song materials, the child voice, creativity, rhythmic activities, directed listening, elementary music theory and performance on simple instruments, such as recorder, autoharp, and the Orff instrumentarium. Laboratory experience in the public schools and University preschool music class constitute part of the program.

427 Music for Children (3)
A study of the philosophy, organization, and appropriate materials for the church music program for children, preschool through age 12: particular problems, implementation of the church music program, the child voice.

428 Music for Youth and Adults (3)
A study of choral literature materials and techniques that are appropriate for use with youth and adult church choirs.

429 Church Music Philosophy and Administration (3)
Consideration of the principles and practice of the music ministry. Organization and methods used in promoting a well-rounded program of music. Definition of objectives and philosophy of the music program. A management approach to the administrative task designed to introduce those principles which should be involved in working with the total church staff and in guiding the work of others.

432 20th Century Music Literature and Theory (3)
A study of music literature of the twentieth century; trends, "isms," from the Post-Romantic to the present. Analysis and application of composition techniques of selected composers.

434 Piano Literature, Chamber Music (2)
A survey of composers and their major works composed for piano combined with other instruments in Chamber Ensemble.

435-436 Piano Ensemble (1,1)
Study and performance of literature for piano ensemble at one or more pianos.

437 Hymnology (3)
The historical and systematic study of poetic hymns and metrical tunes including the contributions of various ethnic groups to the body of Christian hymnody. Role of hymn literature in worship and evangelism as found in the liturgy of various Christian denominations.

438 Service Music and Solo Literature (1)
Exploration of the historical background of types of music used in the major worship traditions.

Examination of published music with emphasis on the ideal use in corporate worship. Composition of music intended to aid in leading the individual to a satisfying worship experience.

453 Music Methods and Materials (1½)
Correlated with Education 453. Designed for music education students in the "block." Includes discussion of procedures and problems particularly applicable to music education, as well as discussion of problems of student teaching. Advanced conducting included for the instrumental major.

457 Practicum in Church Music (4)
Conducted on a part-time basis during the final semester of college work. The student observes, aids, and ultimately assumes charge of rehearsals and in the worship service.

461 Recital (1)
Senior year, 50 minutes of music with program notes. A Junior recital of 25 minutes of music with program notes may be performed during the year prior to the senior recital.

465 Workshop in Orff Methodology (3)
Workshop designed to provide practical instruction for elementary music teachers in educational philosophy and methodological process of Karl Orff. Students completing this course will be certified in Orff Level I by the American Orff Shule-Werk Association.

Music Ensembles

441 Campbell University Choir (1)
Open to freshmen, sophomores, juniors, and seniors by consent of the director, based on competitive tryouts. Concerts on campus and out-of-town, including Spring Tour. Performance concerts of secular and sacred choral music. The major University Choral Ensemble.

442 Campbell Voices (1)
A vocal chamber choir comprised of select vocal students. Literature is typically diverse, both sacred and secular. Group performs both alone and with the University Choir.

443 Choral Society (1)
Open to all students, faculty, and community people with consent of the director. Society performance of secular and sacred music.

444 Mixed Chorus (1)
Open to all students. This course is designed to provide a choral ensemble experience for non-music majors. This class focuses on the enjoyment of singing and ensemble participation, rather than applied performance.

450 Wind Symphony (1)
Ensemble concentrated on the highest level of wind band literature. Open to all students, faculty, staff and community members by audition.

451 Guitar Ensemble (1)
Open to all students and faculty with consent of the director.

452 Chamber Ensemble (1)
Open to all students and faculty with consent of the director.

454 Jazz Ensemble (1)
Open to all students and faculty with the consent of the director.

455 Brass/Percussion Ensemble (1)
Open to all students and faculty with the consent of the director.

456 Wind Ensemble (1)
Concentration on wind ensemble and band literature. Major University instrumental organization. Open to all students and faculty with the consent of the director. Concerts on campus and out-of-town.

458 Percussion Ensemble (1)
Open to all students and faculty with the consent of the director.

459 Woodwind Ensemble
Open to all students and faculty with the consent of the director.

460 University Pep Band (0)
A music ensemble open to students by audition. This ensemble officially represents the school at athletic events and other special occasions. No academic credit is available. Participation is noted on the student's official transcript.

Music Composition
These courses aim to develop the student's ability and technique in musical composition and explore the concept of musical language and rhythm. Taught as applied music.

291 Composition I (2)
An introduction to compositional styles with a concentration on early 20th-century music including impressionism, free tonality, modal writing, and pandiatonicism.

391 Composition II (2)
Further study of 20th-century composition with the emphasis on polychords, polytonality, clusters, and heightened chromaticism.

392 Composition III (2)
Examination of 12-tone and serial compositional techniques. Avant garde music is also explored.

491 Composition IV (2)
Study of electronic music from simple tape manipulation to computer music.

492 Composition V (2)
Major concentration on developing the student's own style, being eclectic from previous course work.

Applied Music List (MUS 000)

Private applied music instruction is offered on voice and the instruments listed below. Academic credit varies from 1-2 hours per semester. Music majors register for 2 hours credit on their major applied instrument or voice and meet weekly with the instructor for an hour lesson. Music minors and music majors studying a minor instrument or voice register for 1 hour credit and meet weekly with the instructor for a half hour lesson. The prefix for applied music study is "MUS." The first digit of the course listing indicates the level of study. Course listings beginning with '1' indicate freshman level of study. Numbers beginning with '2' indicate sophomore level of study, and so forth. The last two digits of the course listing indicate the specific instrument of applied study or voice.

MUSC			370,	470,	Conducting
MUSC	171,	271,	371,	471,	Piano
MUSC	172,	272,	372,	472,	Organ
MUSC	173,	273,	373,	473,	Voice
MUSC	174,	274,	374,	474,	Flute
MUSC	175,	275,	375,	475,	Oboe
MUSC	176,	276,	376,	476,	Bassoon
MUSC	177,	277,	377,	477,	Clarinet
MUSC	178,	278,	378,	478,	Saxophone
MUSC	179,	279,	379,	479,	Percussion
MUSC	181,	281,	381,	481,	Trumpet
MUSC	182,	282,	382,	482,	French Horn
MUSC	183,	283,	383,	483,	Trombone
MUSC	184,	284,	384,	484,	Euphonium
MUSC	185,	285,	385,	485,	Tuba
MUSC	186,	286,	386,	486,	Violin
MUSC	187,	287,	387,	487,	Viola
MUSC	188,	288,	388,	488,	Violoncello
MUSC	189,	289,	389,	489,	Double Bass
MUSC	190,	290,	390,	490,	Guitar

Pharmaceutical Sciences

Professors: Dr. Diliberto (Chair), Dr. Greenwood (Associate Dean for Academic Affairs), Dr. Holmes (Vice Chair and Director of Pharmaceutical Sciences Programs), Dr. Shin, and Dr. Stagner

Associate Professors: Dr. Abraham, Dr. Al-Achi, Dr. Bloom (Vice Chair for Pharmaceutical Sciences),. Dr. Gupta, and Dr. Hamrick

Research Associate Professor: Dr. Chazotte

Assistant Professors: Dr. Adams, Dr. Breivogel, Dr. Garrett, Dr. Hall, Dr. Liu, Dr. Nemecz

Instructors: Mr. Gallagher and Mr. Marks

Adjunct Faculty: Ms. Brown, Dr. Campbell, Dr. Franz, Dr. Green, Dr. Haines, Dr. Jiang, Dr. Johnson, Mr. Kiernan, Dr. Krishnamoorthy, Dr. Lewis, Dr. G. Pande, Dr. P. Pande, Dr. Spancake, Dr. Vinal, Dr. Wagner, Dr. Wrenn, Dr. Yates

Major in Pharmaceutical Sciences (CIP 51.2003)

The objective of this major is to prepare students for careers in the biomedical sciences with particular emphasis on pharmaceutical sciences. Graduates will be prepared to enter research and technical positions in the health science industries or to pursue postgraduate studies.

Candidates for the BS degree with a major in the pharmaceutical sciences (BSPS) must satisfy all College of Arts and Sciences requirements as set forth in the General College Curriculum (GCC) section of the university catalog. Prior to entering the major, students must have completed a minimum of 64 semester hours of college credit taken from the core liberal arts curriculum and must include the following courses or their equivalents: Basic Biology, Human Anatomy and Physiology, Microbiology and Immunology, General Chemistry (2 semesters), Organic Chemistry (2 semesters), Calculus, and General Physics (2 semesters).

In addition to the GCC requirements and science prerequisites, pharmaceutical sciences majors must complete the following didactic and laboratory courses to earn a BS degree in this major: PHSC 210, PHSC 220/220L, PHSC 323/325, PHSC 324, PHSC 326/327, PHSC 328, PHSC 334, PHSC 336, PHSC 338, PHSC 410/411, PHSC 418/419, PHSC 438/439, PHSC 442, and PHSC 451. Following these courses, pharmaceutical sciences majors are required to complete a semester-long internship, along with a final senior internship presentation (PHSC 416 and PHSC 420). GCC courses and pharmaceutical sciences courses total 134.5 credit hours.

Internship opportunities in North Carolina are plentiful since the state has one of the largest concentrations of pharmaceutical and biotechnology industries in the United States. Currently, there are hundreds of pharmaceutical research and manufacturing sites in North Carolina. Most of these pharmaceutical and biotechnical companies are located in nearby Research Triangle Park.

Additionally, several major research universities and government agencies are nearby. Students may choose internship sites based upon their future career goals including academic, research, manufacturing, analytical, biotechnology, forensics, formulation, or validation. In addition to hosting senior BSPS students for their internships and summer employment, many of these sites also provide opportunities for permanent positions upon graduation.

Pharmaceutical Sciences Course Listing (PHSC 000)

210 Laboratory Safety (1)
An introduction to chemical, physical, and biological hazards associated with laboratory work. Students are introduced to laboratory worker regulations, methods for laboratory and personnel monitoring, and personal protective equipment and clothing. Note: PHSC 210 is a prerequisite (or corequisite) to all laboratory courses in pharmaceutical sciences.

220/220L Quantitative Laboratory Techniques (2)
An introductory laboratory course concentrating on the basic terminology and mathematical skills needed to perform routine laboratory procedures. Students learn the theory and application of appropriate techniques involved in gravimetric and volumetric analysis. Laboratory skills are honed through a series of exercises that culminate in a comprehensive practical examination designed to test the student's ability to accurately formulate complex biochemical solutions. Prerequisites: CHEM 111 and 113.

323/325 General Biochemistry/Lab (3/1)
This introductory lecture and laboratory course provides an overview of the synthesis and metabolism of amino acids, carbohydrates, lipids, and nucleic acids; enzyme kinetics; bioenergetics; and macromolecular structure and function. Students must attend a weekly pre-lab session. Prerequisites: CHEM 227/228; Corequisite: PHSC 220/220L.

324 Experimental Design and Biostatistics (4)
The application of statistical analyses to the design, conduct, and interpretation of pharmaceutical research, development, testing, and manufacturing is provided in this comprehensive course.

326/327 Molecular Biology/Lab (3/1)
Fundamental principles of recombinant DNA technology are presented with an emphasis on pharmaceutical applications where appropriate. Laboratory exercises provide a basic understanding of the techniques involved in biotechnology and provide practical laboratory experience in the use of these techniques. The lecture and laboratory courses are designed to complement one another and work in tandem to give an overall view of biotechnology. Students must attend a weekly pre-lab session. Lab Prerequisite: PHSC 451. Other prerequisites: PHSC 323/325.

328 Introduction to Pharmacology (4)
The basic principles of pharmacology and toxicology are covered through discussion of the responses of biological systems to drugs and chemicals. The course also considers the absorption, distribution, metabolism, and excretion of xenobiotics and how these factors relate to drug action. Prerequisites: BIOL 221 or BIOL 220/223 and CHEM 227/228.

334/336 Scientific Literature Seminar I & II (1/1)
Students are introduced to literature searching and critical analysis techniques in this series of courses. The courses promote the formulation of critical thinking approaches. Special emphasis is placed on communication techniques. Students apply their knowledge and skill in the form of written and oral presentations developed by researching the current pharmaceutical and biomedical literature. Prerequisite: PHSC 451.

338 Product and Process Validation (2)
This course introduces students to the principles of current good manufacturing practices (cGMP), process troubleshooting, quality control and quality assurance. Federal regulations and documentation requirements are discussed throughout the course. The course covers in detail the theory and practices by which pharmaceutical and biotechnology processes are validated.

404 Research in Pharmaceutical Sciences (1-3)
The purpose of this elective course is to introduce pharmaceutical sciences students to methods of basic science research. This involves application of the scientific processes of hypothesis formation, literature evaluation, experimental design, development of technical skills, data acquisition and analysis, and formal presentation of results. Prerequisite: Permission of instructor.

410/411 Analytical Instrumentation (3/1)
A comprehensive introductory course that provides students with an in-depth study of the theory and operation of scientific instrumentation typically found in pharmaceutical, chemical, and biotechnical research and analytical facilities. Students gain hands-on experience with a variety of spectroscopic and chromatographic instrumentation through structured laboratory experiments and student-initiated research projects. Students must attend a weekly pre-lab scssion. Prerequisite: PHSC 220/220L, PHYS 221, or by the permission of the instructor.

414 Research Seminar (1)
Used in conjunction with research courses PHSC 404 and 504, research seminar provides students with an opportunity to present original research work to pharmaceutical sciences faculty and students.

416 Senior Seminar (1)
Senior Seminar provides a forum through which students chronicle their internship experiences. Students present an overview of the companies in which they worked and provide a synopsis of their roles in the organizations during their internships. Presenters are evaluated by departmental faculty members and their peers.

418/419 Industrial Pharmacy/Lab (3/1)
This survey course introduces students to the pre-formulation and manufacturing of pharmaceutical dosage forms such as tablets, capsules, sustained release preparations, ointments, and suspensions. In the laboratory portion of the course, students gain hands-on experience performing a variety of USP tests and unit operations. Prerequisites: PHSC 220/220L, PHSC 323/325, and PHSC 410/411.

420 Senior Internship (12-14)
The internship provides practical experience in the pharmaceutical, chemical, or biotechnology industries. Students and participating industrial facilities are matched to provide a comprehensive work experience. Note: Internships completed during the summer semesters will earn 12 credit hours rather than 14. Prerequisites: Completion of all BSPS courses with a major and cumulative GPA $\geq$2.0.

438/439 Pharmaceutical Methodology and Bioprocessing/Lab (3/1)
In this advanced analytical techniques and instrumentation course, students are exposed to the current state-of-the-art procedures for the isolation, purification, derivatization, and characterization of complex chemical and biological samples. These techniques are then applied to practical analytical situations. Students are also provided with practical hands-on experience in USP methodology and with a comprehensive overview of bioprocessing. Prerequisite: PHSC 410/411.

442 Interpersonal Skills (2)
Skills such as negotiation, written and verbal communication, managing meetings, facilitation, influencing without authority and assertiveness are often key determinants of success in the workplace. In order to teach students how to be more effective in their careers, students will be coached and evaluated on their ability to plan, conduct and/or facilitate meetings, generate effective communications, and foster effective listening, assertion, and influencing skills. Strategies that are successful during conflictive encounters will be stressed. In addition, students will be exposed to effective techniques used in the selection, mentoring, and management of employees including gender and culture differences.

450/450L Spreadsheet/Data Analysis (1-2)
This course introduces students to advanced functions within commercial spreadsheet programs. Emphasis is placed on the utilization of macros and embedding functions as they apply to data analysis.

451 Scientific and Technical Writing (1.5)
Scientific and Technical Writing is a required course for Pharmaceutical Sciences majors designed to enable students to effectively and accurately write and review a variety of technical documents used in pharmaceutical-related industries.

452 Pharmaceutical Utilities Systems (1)
This course gives students a basic overall understanding of the utility systems used in pharmaceutical manufacturing facilities. By using piping and instrumentation diagrams (P&IDs) to teach these systems, students also become familiar with one of the most commonly used types of engineering documentation in the industry. This course also covers the basic requirements for commissioning and validation of these systems.

462 and 466 Anatomy and Physiology (4/4)
This two-course sequence presents a comprehensive study of the structure and function of all organ systems as well as basic biochemical and biophysical principles of cellular and membrane function. Relevance to clinical states and drug action is also presented in many areas. The courses are co-listed as PHAR 302 and 306. Prerequisite: Permission of instructor.

464 Biochemistry (4)
A comprehensive course in biochemistry that discusses the metabolism of amino acids, carbohydrates, lipids, and nucleic acids. Principles of enzyme kinetics and regulation, bioenergetics, and macromolecular structure-function relationships are presented. This course is co-listed as PHAR 304. Prerequisite: Permission of instructor.

468 Clinical Biochemistry (3)
This course discusses the principles of quantitative analysis utilized in common clinical laboratory tests. An introduction to interpretation of abnormal clinical laboratory values is presented. Quantitative aspects of nutrition are presented, and regulatory effects of various hormones are described. Diseases such as arteriosclerosis and diabetes are discussed. This course is co-listed as PHAR 308. Prerequisite: Permission of instructor.

470 Immunology (4)
This course covers basic immunology and the fundamental principles relating to the immune response in normal and disease states. This course is co-listed as PHAR 310. Prerequisite: Permission of instructor.

472 Medical Microbiology (3)
The basic concepts of medical microbiology are presented. Information necessary to diagnose and manage an infected patient are covered. Current, important bacteriologic, virologic, mycotic, and parasitic pathogens and their related diseases are discussed. Clinical presentations, principles of laboratory diagnosis, and preventative measures are emphasized. This course is co-listed as PHAR 312. Prerequisite: Immunology (PHAR 310/PHSC 470) and permission of instructor.

474 Biopharmaceutics (3)
This course presents the biological and physiochemical factors of the body, drugs and dosage forms that influence drug availability, disposition, and pharmacological and toxicological responses. This course is co-listed as PHAR 314. Prerequisites: PHSC 462 and PHSC 464 or permission of instructor.

Political Science

Associate Professors: Dr. Thornton (Director of Political Science Studies), Dr. Schroeder

Assistant Professor: Dr. Mero

Adjunct Faculty: Mr. Slattery

Requirements for a Major in Political Science (CIP 45.1001)

Candidates for a major in Political Science must complete with a "C" average or better, at least 37 hours in Political Science courses. Included in the 37 hours must be POLS 229, 230, 260, at least three hours in public policy and administration (POLS 334, 337, 338, or 340), three hours in American government (POLS 323, 324, 336), three hours in international studies (POLS 343, POLS 345, POLS 403, or HIST 448), three hours in political theory (POLS 443, 445, 446, or 447), three hours of constitutional development (POLS 449 or 450), and the four hour senior seminar (POLS 451 or POLS 481).

Requirements for a Minor in Political Science

Students pursuing a minor in Political Science must complete, with a "C" average or better, 24 semester hours of Political Science courses, including POLS 229, POLS 230, and one course from at least three of the following five areas: public policy and administration; international studies; political thought; constitutional development; or American government and politics.

Pre-law with a Major in Political Science (45.1001/22.0001)

Law schools want students who think rationally and logically, express themselves clearly and coherently in both oral and written form, possess a broad education in the liberal arts, and have specialized in an appropriate academic major. Campbell University's Department of History, Criminal Justice and Political Science has a curriculum to aid students wishing to demonstrate such qualifications. The program meets all college requirements for a Bachelor of Arts degree and gives the students a major in political science. The program, which is broad enough to provide students the specific courses needed to prepare them for the study of law, includes 6 hours of United States history, 3 hours of British history, 3 hours of political thought, 3 hours of logic, 6 hours of economics, 3 hours of public speaking, 3 hours of psychology, 6 hours of constitutional development, 3 hours of business and/or accounting classes, and 3 hours of advanced writing (ENGL 302) or argument and persuasion (ENGL 424). The curriculum also includes POLS 300, Introduction to Law, which is taught by faculty from the Norman Adrian Wiggins School of Law.

Public Administration/Public Policy with a Major in Political Science (CIP 45.1001/44.0401)

The concentration in Public Administration/Public Policy is designed for those Political Science majors interested in pursuing graduate degrees in public administration and/or public policy, with the ultimate goal of working in either the public or non-profit sectors. In addition to three hours in each of the following fields: American Government (POLS 323, 324, or 336), International Relations (POLS 343, 345, 403 or HIST 448), Political Thought (POLS 443, 445, 446, or 447), and Constitutional Law (POLS 449 or 450), the Political Science major with a Public Administration/Public Policy concentration takes the majority of the required 37 semester hours of Political Science courses in public administration and policy-related courses. These include: Introduction to Public Administration (POLS 338), Public Policy (POLS 340), Internship (POLS 454) and Senior Seminar (POLS 481). In addition, the Public Administration/Public Policy student is encouraged to take the following classes: Public Budgeting

(POLS 334), Municipal Government (POLS 337), Ethics in Government (POLS 339), Organizational Theory (POLS 442), Principles of Management (BADM 331) and Human Resource Management (BADM 332). Open electives should include Accounting, Business Administration, Communication, Economics, Psychology, Sociology or other appropriate courses.

International Studies with a Major in Political Science (CIP 45.1001/45.0901) or History (CIP 54.0101/45.0901)

The program in International Studies adapts the Political Science major by requiring more of the required 37 semester hours of political science or history focus on international relations. International Studies students are required to take GEOG 113 or 114, POLS 343, POLS 345, POLS 403, one of the POLS 443, 445, 446, or 447 series, HIST 448, POLS 449 or 450, RELG 251, and SOCI 345 (recommended). The students should advance through the 221/222 level of a foreign language and include an economics class in addition to the two required for the Political Science major. Political Science majors with an International Studies concentration will complete POLS 481 as their senior seminar, while History majors will complete HIST 451.

Requirements for a B.S. with a Major in Social Sciences (Concentration in Political Science) (CIP 45.0101)

Candidates must complete, with a "C" average or better, at least 54 semester hours in the social sciences distributed as follows: 24 hours in political science; 12 hours of history (111-112, 221-222); and six hours each in economics, geography, and sociology. Those political science courses must include POLS 229, POLS 230, POLS 260 and one course each in three of the five following areas: American government, public policy and administration, international studies, political thought, or constitutional development.

Requirements for Teaching Licensure in Social Studies (CIP 13.1318)

Students majoring in Social Sciences (Concentration in Political Science) who desire licensure to teach social studies in North Carolina secondary schools must complete, with a "C" average or better, at least 24 semester hours in Political Science. Those Political Science courses must include POLS 229, POLS 230, POLS 260, HIST 451 and one course each in three of the five following areas: American government, public policy and administration, international studies, political thought, or constitutional development. Students must also take 12 semester hours in history, and 6 semester hours each in economics, geography, and sociology. All prospective teachers must possess a 2.5 average overall in order to be admitted to the teacher education program where they will complete the School of Education requirements for licensure.

Double Major

Along with guidelines set forth in this catalog in the Chapter entitled "Academic Programs and Regulations", students wanting to pursue two majors must choose a "governing" major and meet the additional requirements of: (1) maintaining a 3.0 average and (2) taking the Seminar for the "governing" major, and possibly an additional seminar depending on the adopted curriculum (see your adviser).

Political Science Course Listing (POLS 000)

229 The National Government (3)

This general introduction to the study of American government focuses on the federal level with special attention to the framing of the U.S. Constitution, the general organization and functioning of the national government, the nature of federalism, political parties, elections, and current issues of public policy at the national level. Prerequisite for most political science courses.

230 State and Local Government (3)
This course gives special attention to federal-state relations and to the workings of state government in policy areas such as taxation, budgeting, and education. The politics of state government are closely examined. Local government is considered, but to a lesser degree. Prerequisite: POLS 229.

232 State Legislative Politics (3)
This independent course teaches the legislative process while preparing student-delegates for the convocation of the North Carolina Student Legislature held annually in Raleigh. Students are required to gain a working familiarity with Robert's Rules of Order, participate in the research and writing of the bill(s) to be introduced at the state meeting, and (for full credit) write a formal policy position paper. Prerequisite: Permission of the instructor.

260 Scope and Methods of Political Science (3)
An introduction to theory, hypothesis generation, data collection, data analysis, computer usage, and research methods of political science. This course culminates with student preparation of a research project or grant proposal. Prerequisites: POLS 229 and MATH 160.

300 Introduction to Law (3) (Also HIST 300, CRIM 300)
An introduction and survey of the field of law for students interested in understanding the diverse nature of the field of juris prudence and legal studies. Prerequisites: POLS 229, 230, and junior status.

315 The Cold War (3)
An introduction to the Cold War era in 20th century East-West diplomatic history, with emphasis on the period 1945-1991. Prerequisites: POLS 229 and HIST 112.

317 The Vietnam War (3)
This class provides a political, strategic, diplomatic, and military analysis of the Vietnam War and its history from the origins of America's incremental involvement during the 1940s and 1950s, through America's indirect and increasing direct combat participation during the 1960s and early 1970s, to the war's tragic ending in 1975 and its far-reaching political, diplomatic, and domestic social impact then and decades later. The course will examine US political, geo-strategic, and diplomatic interests, motives, and rationale for America's involvement with Vietnam, the evolving nature of US National Security Policy and Strategy for supporting the French and later directly prosecuting the war, and the mismatched military strategy and tactics employed in a failed attempt to achieve America's political and strategic aims for a noncommunist South Vietnam and containment of communism in Southeast Asia. Finally the course will examine and evaluate key aspects of the War's lessons as they were initially ignored, later relearned, and eventually applied to America's recent foreign policy challenges and conflicts, particularly in Iraq and Afghanistan.

323 The Presidency (3)
An interdisciplinary approach to the study of the United States Presidency. Prerequisite: POLS 229.

324 Congress (3)
An interdisciplinary approach to the study of the United States Congress. Prerequisite: POLS 229.

332 Emergency Preparedness and Response (3)
The course is comprised of two components. Broadly, it is a comprehensive study of the systems involved in the management of disasters—beginning with the historical context of Emergency

Management. Current practices, strategies, and the key personnel involved in emergency management will be examined. There will be a larger conversation focused on how emergency planning and management exists within the system of American federalism—covering local and state issues and their interaction with the federal government (FEMA and Homeland Security). Specifically, this course explores disasters from a public health perspective, examining the response systems and the populations impacted by disasters.

334 Public Budgeting (3)
An in-depth study of public finance and budgeting; theory, practice and political context. Prerequisites: POLS 229 and 230.

335 Congress and the Presidency (3)
This course analyzes two of the major branches of our national government in terms of their structure, motivations, and processes, placing them within the context of the American political system. Prerequisite: POLS 229.

336 American Political Parties (3)
The main topics considered are the origins and development of American political parties, their functions, organizations, regulations, campaign methods, and conduct of elections. Prerequisite: POLS 229.

337 Municipal Government (3)
The history, organization, and administration of American municipal corporations are studied in some detail. Special attention is given to intergovernmental relations and the current concerns of metropolitan governance. Prerequisite: POLS 230.

338 Introduction to Public Administration (3)
This course explores philosophies and processes of administration of public and quasi-public organizations as they manifest themselves in the American bureaucratic structure. Detailed attention will be given to identifying those tasks best accomplished by the public sector, the problems of organizing and staffing government agencies, the efforts to keep governmental agencies politically accountable, and the means and mechanisms for implementing governmental decisions. Prerequisites: POLS 229 and 230.

339 Ethics in Government (3) (CRIM 339)
This course will help students better understand the ethical and moral dilemmas pressed upon government in today's society. The most notable approaches to ethics, values, and morality in government by prominent theorists in the field will be studied. Important concepts will be examined, such as administrative responsibility, mental attitudes, public interest, personal codes, paradoxes of procedure, and ethical and moral value systems. Prerequisites: POLS 229 and 230.

340 Introduction to Public Policy (3)
This course inquires into the nature of the public policy-making process as it reveals itself in the initiation, formulation, and implementation of policy. Students will also analyze and evaluate selected national policies while examining and utilizing various analytical approaches. Prerequisites: POLS 229 and 230.

343 Introduction to Comparative Foreign Government (3)
This course introduces students to the recent histories, political cultures, government structures, political processes, and current situations of selected democratic, totalitarian, and developing countries. Prerequisite: POLS 229.

345 International Relations (3)
An introduction to politics among nations. Emphasizing the historical development of the international state system, this course focuses on the problems of war, development, and trade in the international system, while also including some attention to international organizations and international law. Prerequisite: POLS 229.

403 History and Politics of International Economic Relations (3)
This course will investigate at the international level the interaction of political and economic factors in the creation and distribution of wealth and power. Adopting a historical approach, the course will examine the forces and trends involved in the emergence of today's global political economy and then turn to current issues, including production, trade and protectionism, monetary and financial relations, and problems of economic development and environmental degradation. Prerequisites: HIST 112 and POLS 345.

442 Organization Theory and Behavior (3)
This course enables students to increase their understanding of how organizations can more effectively meet their objectives. Several major concepts will be examined, clarifying how organizations work and what alternative organizational strategies and structures exist. The concepts of power, resource allocation, work environment, and goals will be closely examined. Prerequisite: POLS 338 or 340.

443 Medieval Political Thought (3)
A survey of the major political thinkers of the medieval period, this course focuses on the Christian writers of Western Europe, including St. Augustine, St. Thomas Aquinas, Marsilius of Padua, John Duns Scotus, and William of Ockham. There is some analysis of Muslim and Jewish thinkers as well. Prerequisites: POLS 229 and HIST111.

445 Modern European Political Thought (3)
This course analyzes the main currents of European political thought in terms of their historical setting and philosophical background. Prerequisites: POLS 229 and HIST 111-112.

446 American Political Thought (3)
The main currents of American political thought, from colonial beginnings to the present, are analyzed in terms of their historical setting and philosophical background. Prerequisites: POLS 229 and HIST 221-222.

447 Ancient Political Thought (3)
A survey of the political writings of Plato and Aristotle, this course focuses on analyses and evaluations of political ideas as well as their historical settings. Prerequisites: POLS 229 and HIST111.

449, 450 The Development of the American Constitution (3, 3)
This account of the living Constitution traces practices, customs, traditions, and fundamental legal ideas in their historic setting as they make up the body of American constitutionalism today. Prerequisites: POLS 229 and HIST 221 or 222, as appropriate.

451 Seminar on Constitutional Law (4)
This seminar requires students to make a detailed examination of the Supreme Court's landmark cases and their implications. Prerequisites: POLS 449 or 450 and approval of the instructor.

454 Internship (3)
An internship is a supervised work experience with selected law firms, public agencies, political campaign, noted public figures and non-profit agencies. Approval of instructor is required.

459 Contemporary Issues and Conferences (1-3) (HIST 459)
This course is designed to encourage student participation in such programs as the Model United Nations, Model Arab League, and other intercollegiate conference activities and special programs of study. A student must secure the permission of the instructor in order to enroll in POLS/HIST 459.

460 Special Topics (3)
Special Topics is a tutorial course established at the request of the student and faculty member when special needs or circumstances require examination of subject matter not otherwise included in the academic program (by arrangement with the instructor.)

481 Seminar in Research and Writing (4)
This seminar serves as the capstone course for students majoring in Political Science, especially those intending to pursue post-graduation opportunities other than law school. Under the active guidance of a faculty director, students will conceive, develop, research, and write a substantial piece (40 pages) of scholarly work. Through this process, students will hone skills crucial to success in graduate school or the professional arena, to include: definition of an relevant and feasible research topic, identification and appropriate use of primary and secondary sources of information, effective organization and presentation of ideas and information, development and application of appropriate research methodology, analysis and interpretation of findings, and evaluation of policy implications. Prerequisite: Permission of the instructor.

Professional Education

Professor: Dr. Nery (Dean, School of Education)

Associate Professors: Dr. Durham, Dr. Engel, Dr. Enzor, Dr. Godwin, Dr. Kendrick, Dr. Maidon, Dr. Powell, Dr. Roukema,

Assistant Professors: Dr. Chester, Dr. Dennis, Dr. Graham, Dr. B. Greene, Dr. P. Smith

Instructor: Mr. Olah

Adjunct Faculty: Dr. Byerly, Ms. Faircloth, Ms. Lee, Ms. Long, Ms. Wakefield

Director of the Teacher Education Program: Dr. Godwin
Coordinator of Undergraduate Elementary Education: Dr. Powell
Coordinator of Undergraduate Middle Grades Education: Dr. Roukema
Coordinator of Birth-Kindergarten: Dr. Chester
Coordinator of Educational Studies: Dr. Powell
Coordinator of Secondary Education: Dr. B. Greene
Coordinator of Special Education: Dr. Dennis
Director of Teaching Fellows: Dr. Maidon
Discipline Coordinator for Biology Education: Dr. Bartlett
Discipline Coordinator for English Education: Ms. Ward
Discipline Coordinator for Foreign Languages Education: Dr. Ortiz
Discipline Coordinator for Health and Physical Education: Dr. Woolard
Discipline Coordinator for Mathematics Education: Ms. Walker
Discipline Coordinator for Music Education: Dr. Whitley
Discipline Coordinator for Social Studies Education: Dr. J. Martin

Admission Policy for Teacher Education

All students desiring a program leading to teacher licensure must meet all requirements for (1) admission to the Teacher Education Program, and (2) admission to student teaching. Admission to and completion of student teaching do not guarantee licensure. Licensure is contingent upon successful completion of all State Board of Education requirements for the licensure sought.

Application for admission to the teacher education program should be submitted during the second semester of the student's junior year. All requirements for formal admission to Teacher Education must be met by the beginning of the semester prior to the semester in which student teaching is to be done.

Criteria for Admission to the Program

The criteria for admission to the program include the following:

1. A grade point average of 2.5 or better in overall scholastic work; a "C" or better in all courses in the major field or concentration; a "C" or better in all required professional education courses.
2. Approval of the Teacher Education Program and the major department, if a secondary or K-12 education major.
3. No academic, disciplinary, or social probations.
4. Satisfactory scores on the Praxis I Examination, Pre-professional Skills Test (PPST). The Praxis I series of exams may be waived with sufficiently high SAT or ACT scores.
5. Completion of the Teacher Education application which includes a content area paper.

Applications for practicum placements must be submitted by October 1 for spring semester placements, and by March 1 for fall semester placements. Applications for student teaching placements must be submitted by March 1 for fall semester placements and by October 1 for spring semester placements.

Requirements for a North Carolina Class Standard Professional One Teaching License
To qualify for Campbell University's recommendation for an initial North Carolina teaching license, a Bachelor of Arts or Bachelor of Science degree must be earned in one of the programs listed below. In addition, all professional education and licensure requirements must be met. Satisfactory scores on the Praxis I and Praxis II Examinations (elementary and special education), must be submitted to the Dean's office, along with the other required completed forms for licensure.

Course Requirements for the Professional Education Programs

Elementary Education (K-6) (CIP 13.1202)
The elementary education (K-6) program is designed to prepare a student for licensure to teach at the elementary school level.

Course requirements for the Bachelor of Science degree in elementary education are as follows: ENGL 100, 101, 102, and two of the following literature surveys: ENGL 201, 202, 203, 204, 205 or 206; Foreign Language through 201; Art, Music, or Theatre 131; HIST 111, 112; POLS 229; SOCI 345; MATH 111, 112+; PSYC 222; RELG 125 and a religion elective at or above the 200-level; two laboratory science courses; PE 111 and 185; EDUC 221, 223, 351, 355, 373, 400, 401, 435, 448, 450, 455, 456, and 457. Additional courses in chosen area of concentration (History/Political Science, English, Mathematics, or Science).

A grade of "C" or better must be earned in all required education courses and content concentration.

Middle Grades (6-9) (CIP 13.1203)
The Bachelor of Science degree with a major in middle grades education requires two concentration areas--chosen from the areas of social studies, language arts, mathematics, or science-- in addition to the core curriculum and professional education courses.

All majors are required to take the following core courses: ENGL 100, 101, 102, and two of the following literature surveys: ENGL 201, 202, 203, 204, 205 or 206; HIST 111 and 112; SOCI 345; Foreign Language through 201; RELG 125 and a religion elective at or above the 200-level; two laboratory science courses; 2 Mathematics, MATH 111 and higher; PE 111 and 185; Art, Music, or Theater 131; PSYC 222 and 0-3 hours of elective hours depending upon concentration choices.

All majors are required to take the following professional education courses and must earn a "C" or better in each: EDUC 221, 223, 365, 373, 441, 443, 455, 456, and 460.

Licensure Requirements for Middle Grades Education:
Students seeking licensure in middle grades education must choose a primary and a secondary area of concentration. Twenty-four hours of course work must be completed for a primary area of concentration, and eighteen hours of course work must be completed in the secondary area of concentration. A grade of "C" or better must be earned in all concentration area courses as well as all education courses.

English/Language Arts Concentration:

Primary: ENGL 302, ENGL 303, ENGL 419 (Children's Literature); EDUC 355 and 2 of the following: ENGL 301, 405, 410, 413, 416, 417, 418, 419, 420.

Secondary: ENGL 302, ENGL 303, ENGL 420 (Children's Literature); and EDUC 355.

Social Studies Concentration: (Must also take Professional Education course EDUC 449)

Primary: POLS 229, HIST 221 or 222, GEOG 113 or 114, HIST 331 or 332, and 2 of the following: HIST 351/352/354, HIST 342, or HIST 353/357, or ECON 200.

Secondary: POLS 229, HIST 221 or 222, GEOG 113 or 114, and one of the following: HIST 351/352/354, HIST 342, or HIST 353/357, HIST 331/332, or ECON 200.

Mathematics Concentration:

Primary: MATH 122, MATH 160, MATH 204, MATH 453, and 2 of the following: MATH 223, MATH 331, MATH 333, MATH 340, or MATH 443.

Secondary: MATH 122, MATH 160, MATH 204, and MATH 453.

Science Concentration: (Must also take Professional Education Course SIED 453 and 454).

Primary (listing includes 2 courses from the General College Requirements) BIOL 111, PHYS 221, ENVS 111/112, CHEM 111, and two of the following: ENVS 111/112, PHYS 231, BIOL 202, 203, 205, 221 or 226.

Secondary (listing includes 2 courses from the General College Requirements) BIOL 111, PHYS 221, ENVS 111/112, CHEM 111.

Birth-Kindergarten (CIP 13.1209)
Student seeking licensure as Birth-Kindergarten teachers are required to take the following: BKED 240, 250, 330, 340, 342, 350, 351, 360, 438, 450, 456, EDUC 221, 223, 351, 373, 455, 457.

Special Education (K-12 Licensure) (CIP 13.1001)
Students seeking licensure as special education are required to take the following: SPED 273, 351, 370, 371, 372, 438, 455; EDUC 221, 223, 355, 373, 400, 401, 435, 450, 455, 456, 457.

Professional Education Sequence:
Students desiring licensure in a secondary school teaching area (9-12), Spanish or French education (K-12), music education (K-12), or health and physical education (K-12) must meet all the criteria for admission to the Teacher Education Program and complete the following courses: PSYC 222; SOCI 345; EDUC 221, 223, 230, 331, 430, 432, 440, 441, the pertinent subject area methods courses, and Education 458, Student Teaching.

Licensure Requirements for Secondary, K-12, and Education Majors

Biology (9-12 Licensure) (CIP 13.1322)

A minimum of thirty-five semester hours is required, including BIOL 111, 201, 202, 203, 205, 327, 342, and one of the following, 430, 437 or 438; MATH 112 or 122, and 160; CHEM 111, 113, and 227; PHYS 221 and 222; SIED 453, 454; and successful completion of the general education and the professional education sequences.

English (9-12 Licensure) (CIP 13.1305)

The English major seeking teaching licensure must complete the following English courses: ENGL 100, 101 and 102; four 200-level literature courses, of which one may be a World Literature (205 or 206); 302, or 424, and 303; at least three of the following survey courses: 401, 403, 404, 405, and 406; 407 or 415; 408 or 416 or 417; 409 or 411; 410; 453; two approved English electives; and the successful completion of general education requirements and the professional education sequences.

French (K-12 Licensure) (CIP 13.1325)

Thirty-six hours are required in the major, including FREN 201, 202, 221, 222, 231, 232, 300, 301, 305 400; two additional literature courses; and successful completion of the general education and the professional education sequences.

Health and Physical Education (K-12 Licensure) (CIP 13.1314)

Majors seeking Health and Physical Education licensure must take Exercise Science EXER 134, 201, 221, 311, 324, 325, 333, 334, 344, 395, 431, and 441. In addition, successful completion of the general education requirements and the professional education sequence are required.

Mathematics (9-12 Licensure) (CIP 13.1311)

Student who desire licensure to teach mathematics in the secondary schools of North Carolina must complete, with a "C" or better, at least thirty-six semester hours in mathematics including MATH 224, 333, 340, 341, 342, 441, 443, 453, and a capstone project. Students must acquire and maintain a 2.500 grade-point average to be admitted into the teacher education program and complete the professional education requirements.

Music Education (K-12 Licensure) (CIP 13.1312)

All music majors are required to take MUSC 101, 102, 103, 104, 132, 133, 201, 202, 203, 204, 221, 263, 264, 265, 266, 267, 331, 332, and 432. Music Education also requires: MUSC 223, 420, and 421, and 453; half-recital the senior year; minor applied instrument; and successful completion of the general education and the professional education sequence.

Social Science (9-12 Licensure) (CIP 13.1318)

Students seeking social studies teaching licensure must major in one of three disciplines: a) History, b) Social Science with a History concentration, or c) Social Science with a Political Science concentration. All majors will complete the following core courses: six semester hours each in economics, geography, and sociology, plus HIST 111, 112, 221, 222, 453, and the professional education sequence. In addition, a History major must complete six hours of 300/400-level History classes in each of three areas: U.S. history, European history, and Non-Western (Third World) history. The history major will also complete HIST 451 (Seminar). The Social Science major with a History concentration will, in addition to the core courses, complete 12 hours of 300/400 level history classes; six hours of these classes will be in one of three areas: U.S. history, European history, and Non-Western (Third World) history, and three hours

each will be taken in the remaining two fields. Both History and Social Science-History concentration majors will take POLS 229 and another three-hour political science course. The Social Science major with a concentration in Political Science, in addition to the core courses cited above, will take POLS 229, 230, 260, two political science electives, and three additional political science classes, at least one each, from three of the five following groups of courses: American Government (POLS 323, 324, 336), Policy (POLS 334, 336, 337, 338, or 340), International Relations (POLS 343, 345, or 448), Political Theory (POLS 443, 445, 446, or 447), and Constitutional Law (POLS 449 or 450). All Social Studies licensure candidates will take HIST 451.

Spanish (K-12 Licensure) (CIP 13. 1330)
Thirty-six hours are required for the major, including SPAN 201, 202, 221, 222, 231, 232, 241, 242, 301, 305, 400 and any two of the following: 341, 343, 344. In addition, for Spanish Education majors, successful completion of general education requirements and the professional education sequence are required.

Educational Studies (non-licensure) (CIP 13. 9999)
Students seeking a degree in educational studies must complete 61-64 hours of general college curriculum, 18 hours in a content emphasis, 24 hours in education, and 22-25 hours of electives.

The Teaching Fellows Program
The Teaching Fellows Program is a competitive scholarship and enrichment curriculum for students focused on creating educators of academic excellence as problem solvers with compassion who possess a sense of dedication to the profession and service to others. This program is only available to incoming Freshmen who have completed the competition process and have been identified as a Fellow finalist.

Academic and programmatic support is provided to the Fellows through eight overall components:

- The Experiential Education Series – These are activities that are focused on developing cultural and multicultural understanding through events on campus and in the wider community and through experiences such as Study Abroad and field trips;
- The Leadership Seminar Series – The purpose of the Leadership Seminar Series is to provide learning experiences for the Fellows that will foster a sense of purpose, leadership, wisdom, and values for future educators who focus on problem-solving and possess an appreciation for service work and a dedication to improving our society. This will be accomplished through exposure to teacher leaders, community leaders, political officials, and faculty members within the various schools on campus who have demonstrated leadership throughout their career as well as through instruction in leadership skills;
- The Cohort Seminars and Cohort Classes – Fellows participate in a credit-bearing series of seminars that uses a developmental thematic approach to transition the cohorts of Fellows through their professional education program at the University and cohort classes;
- Various Mini Courses – both required and optional; e.g., a field trip focused on the unique phe nomena, flora and fauna, and historical events of eastern/rural NC and it's integration into their school curriculum;
- Professional Enhancement – Fellows engage in early and continuous field experiences, a paid internship, attendance at one or more professional conferences, and participation in a mock inter view; Fellows are assisted by student, teacher, and faculty mentors;
- Service Work – Fellows contribute to the community through service work throughout their ten ure at the University; in the first two years they will have options for service work from which to choose, but in their junior year they will provide academic support to students who do not have English as their primary language;

- Social Events – The social events (picnics, dinners, receptions, etc.) will be planned for and by the Fellows; and
- The development of esprit de corps – Through the involvement in all of the above-mentioned activities and the Freshman and All Fellows Retreats, Fellows will develop a sense of camaraderie, support for each other, and become a family.

Education Course Listings (EDUC 000)

102 Teaching Fellows Freshman Leadership Seminar Series I (0.5)
103 Teaching Fellows Freshman Leadership Seminar Series II (0.5)
This is a required component of their scholarship program. It is a monthly, credit-bearing Leadership Series from their freshman through their junior years. The purpose of the Series is to provide learning experienced for the Fellows that will foster a sense of purpose, leadership, wisdom, and values for future educators who focus on problem-solving and possess an appreciation for service work and a dedication to improving our society. This will be accomplished through exposure to teacher leaders, community leaders, political officials, and faculty members within the various schools on campus who have demonstrated leadership throughout their career and through instruction in leadership skills. Teaching Fellows Only.

104 Teaching Fellows Freshman Cohort Seminar Series I (0.5)
105 Teaching Fellows Freshman Cohort Seminar Series II (0.5)
The theme of the freshmen cohort seminars is Who Am I? The purposes of the two semester sequence courses are to learn more about themselves (e.g., their preferred learning styles) and the University community in order to become expert students. Students will be challenged to improve their personal skills by learning how to manage money and time, how to deal with stress, and how to recognize and deal with sexual harassment. They will also learn about the various support services and seminars offered on campus. Lastly, the students will learn about the various opportunities to become involved with numerous campus clubs and organizations, and they will be encouraged to be involved fully in all aspects of student life, including taking leadership roles in or becoming members of student organizations, student government, and the Teaching Fellows Leadership Council and the Program's committees (Teaching Fellows only).

202 Teaching Fellows Sophomore Leadership Seminar Series I (0.5)
203 Teaching Fellows Sophomore Leadership Seminar Series II (0.5)
See Teaching Fellows Leadership Seminar Series course description above. Teaching Fellows only.

204 Teaching Fellows Sophomore Cohort Seminar Series I (0.5)
205 Teaching Fellows Sophomore Cohort Seminar Series II (0.5)
The theme of the sophomore cohort seminars is Who are we? The purpose of the two semester sequence courses is to learn about the diversity of the students in our schools in which they will be teaching, including learning about those who populate the wider community in North Carolina. They will examine how these diverse factors (e.g., poverty, English as a second language, and ethnicity) may affect student performance. Furthermore, they will learn effective instruction strategies such as differentiation that focuses on the individual child and other strategies designed to meet the needs of diverse school students. Teaching Fellows only.

302 Teaching Fellows Junior Leadership Seminar Series I (0.5)
303 Teaching Fellows Junior Leadership Seminar Series II (0.5)
See Teaching Fellows Leadership Seminar Series Course description above. Teaching Fellows only.

304 Teaching Fellows Junior Cohort Seminar Series I (0.5)
305 Teaching Fellows Junior Cohort Seminar Series II (0.5)
The theme of the junior cohort seminars is Where are we going? The purpose of the two semester sequence courses is to learn about other contextual factors that influence teaching such as the culture within the schools where the Fellows will be employed as teachers. The seminars will include such topics as working with parents; finding the right resources for their classroom, including how to network with and use other support organizations for school students; organizational skills; the effect of current events, business/industry, and the economy on education; exceptionalities; classroom management (Positive Behavior System); and gangs in the school setting.

404 Teaching Fellows Senior Cohort Seminar Series I (0.5)
405 Teaching Fellows Senior Cohort Seminar Series II (0.5)
The theme of the senior cohort seminars is How do I become an effective teacher practitioner? Students will learn the skills that expert teachers use and further the skills they have already acquired in their previous courses. They will discuss topics imperative to the profession, such as the most functional assessment methods, reading in the content area, effective teaching strategies using technology, development of instruction using various curriculum models, curriculum mapping, the Paideia/Socratic methods of teaching, and interview skills.

221 Introduction to Education (3)
A study of the development of our present-day educational system, with emphasis on historical background and development, aims of education in a democracy, duties of the teacher, purpose and development of the curriculum, facilities, support, and control of the schools. The course is designed to be a foundation for further study in education as well as a general college elective. Field experiences are included. Offered in the fall, spring, and summer.

223 Psychology Applied to Teaching (3)
A study of psychological principles applied to teaching and learning. Theories of learning, principles of motivation, intelligence, child development, learning styles, teaching models, student assessment, and research methods are studied. Fall and Spring.

230 Instructional Technology for the Secondary, k-12, Vocational Teacher (1)
This course focuses on using technology in secondary, K-12 and vocational classrooms. Instruction techniques and classroom management strategies are addressed. This is a laboratory class and meets for two hours per week. Should be taken concurrently with EDUC 331. Fall and Spring.

301 Junior Leadership Seminar 1 (0.5)
302 Junior Leadership Seminar 2 (0.5)
See Teaching Fellows Program Section for course description. Teaching Fellows only.

303 Teaching Fellows Junior Seminar 1 (0.5)
304 Teaching Fellows Junior Seminar 2 (0.5)
The theme of the junior cohort seminars is "Where are we going?" The purpose of the two semester sequence courses is to learn about other contextual factors that influence teaching such as the culture

within the schools where the Fellows will be employed as teachers. Their seminars will include such topics as working with parents; finding the right resources for their classroom, including how to network with and use other support organizations for school students; organizational skills; the effect of current events, business/industry, and the economy on education; exceptionalities; classroom management (Positive Behavior System); and gangs in the school setting. Teaching Fellows only.

331 Adolescents with Exceptionalities (2)
This course focuses on exceptionalities as related to adolescents in the classroom. A required field experience is included to give the candidates the opportunity to observe the impact of current trends in the school setting. Fall and Spring.

351 Elementary Education Curriculum (3)
A study of the development, philosophy, and goals of the K-6 school with particular attention paid to the curriculum, organizational patterns, and classroom management. Emphasis is placed on planning and evaluating developmentally appropriate experiences for children aged five through twelve, including those with special needs. Field experiences are included. Prerequisite: EDUC 221. Offered in the Fall and Spring.

355 Teaching Writing Across the Curriculum (3)
The focus on this course is to assist prospective teacher candidates in refining written and oral communication skills as well as to apply and analyze methodologies of Learning to Write as well as Writing to Learn. Writing assessment will be covered as it relates to the standards put forth by the State of North Carolina. Required for K-6 and Middle Grades Language Arts majors. Prerequisites: EDUC 221. Fall and Spring.

365 Teaching in the Middle (3)
This course is designed for prospective middle grade teachers to learn about effective programs and practices at middle schools. Emphasis is placed on components of a highly successful middle school program, current trends and issues in a middle level schooling, middle level curriculum and young adolescents. A ten hour field experience is required. Taken in the Fall of the Junior Year.

373 Children with Exceptionalities (3)
A study of issues related to the identification, assessment, and instruction of children with special needs, including the academically gifted. The course includes an examination of current definitions of exceptionality, legal issues, teaching strategies, coordination with families and community agencies, and the professional responsibility of the teacher. Prerequisite: PSYC 222. Offered in the fall, spring, summer.

400 Methods of Teaching Reading (3)
This course includes a study of emergent literacy and the reading process. Students explore a variety of instructional approaches for teaching reading. They also gain understanding in appropriate assessment. Topics and areas of study will include emergent literacy, reading process, phonics, literature focus units, literature circles, and theme cycles. Prerequisite: majors only. Offered in the fall.

401 Children's Literature (2)
This course includes reading and evaluating literature for children. Special emphasis is given to the integration of quality literature throughout the entire curriculum. Topics and areas of study include realistic fiction, informational books, biographies, poetry, multicultural literature, historical fiction, and modern fantasy. Prerequisite: majors only. Offered in the spring as part of the block prior to student teaching.

403 Teaching Fellows Senior Seminar I (0.5)
404 Teaching Fellows Senior Seminar II (0.5)
The theme of the senior cohort seminars is How do I become an effective teacher practitioner? Students will learn the skills that expert teachers use and further the skills they have already acquired in their previous courses. They will discuss topics imperative to the profession, such as the most functional assessment methods, reading in the content area, effective teaching strategies using technology, development of instruction using various curriculum models, curriculum mapping, the Paideia/Socratic methods of teaching, and interview skills. Teaching Fellows only

430 Secondary, K-12, and Vocational Instructional Techniques (2)
An introduction to curricular foundations and study of the instructional methods, techniques, practices and strategies appropriate for secondary, K-12 curriculum. The course must be taken prior to or during the semester the degree candidate is enrolled in EDUC 432.

432 Practicum (1)
This course is a pre-student teaching course designed to give secondary and K-12 and vocational majors an opportunity to observe, assist, and teach in the public schools. A minimum of 50 hours in an assigned public school classroom is required. At least ten of these hours must involve teaching. Should be taken concurrently with EDUC 430.

435 Mathematics for Elementary Education (3)
Techniques and methods for teaching mathematics to young children are explored. Special emphasis is given to the use of three-dimensional materials in developing mathematical concepts. Laboratory work provides a deeper understanding of mathematical concepts and also experiences with methods and materials appropriate for classroom teaching. Offered in the fall.

440 Curriculum Trends in K-12 and Secondary Education (2)
This course focuses on the implementation of the contemporary secondary, K-12 curriculum. With consideration for diverse learner populations, the course examines issues such as grading, student assessment, classroom management, discipline, professional interactions, homeschool communities, and legal obligations. Offered in the spring as part of the block prior to student teaching.

441 Teaching Literacy in the Middle and Secondary School (3)
A course which explores the nature of reading development and literacy strategies as encountered and practiced by content area teachers in grades 6-12. Specific issues, practices, and materials will be discussed for enhancing reading and writing success in the content area classroom to include reading comprehension, writing to learn, vocabulary acquisition, and study skills. Offered in the spring as part of the block prior to student teaching.

443 Contemporary Issues in Middle Grades Education (1)
A seminar course required of all Middle Grades Candidates, Contemporary Issues take a look at pertinent professional trends in the field of middle grades education. Offered in the spring as part of the block prior to student teaching.

448 Social Studies for Elementary Education (3)
A study of the development of multidisciplinary basic social studies concepts and understanding of individual and group relationships appropriate for young children. Emphasis is placed on curriculum development, techniques for developing classroom experiences that encourage social growth, cultural awareness, independence, and a personal value system. Offered in the fall.

449 Social Studies for Middle Grades Education (3)
This course provides an integrated multidisciplinary study of the interaction of people in diverse cultural and geophysical environments for prospective teachers of preadolescent and early adolescent students. Emphasis is placed on the structure and process of the social studies involving all the social science disciplines. Specific attention is given to developing a social studies curriculum, establishing objectives, planning units, developing a general teaching model, evaluating behavioral changes, and selecting and utilizing teaching materials, specialized equipment, and resources. Offered in the fall.

450 Science Curriculum, Methods, and Materials for Elementary Education (2)
This course provides a study of curricular trends, the structure of science education, and techniques of instruction. Emphasis is placed on process skills, group instruction, individualized learning through interest centers, development of natural and human field resources, and evaluation and integration of science concepts and skills into the total learning environment for young children. Offered in the spring as part of the block prior to student teaching.

455 Educational Technology Foundations (3)
This course provides a study of the foundations and application of technology in the educational setting both as an instructional tool for students and as a professional tool for educators. A lab component is part of the course. Offered in the fall.

456 Practicum (Elementary Education, Middle Grades and Special Education) (2)
The practicum is a 100-hour field experience taken during the fall semester of the senior year by all K-9 majors in conjunction with methods courses. Students observe, assist, and carry out instruction in a public school classroom under the supervision of cooperating teachers and education faculty members. Offered in the fall.

457 Student Teaching (Elementary, Birth to Kindergarten, and Special Education) (8)
Student teaching is a ten-week full-time experience designed for the spring of the senior year and also includes a seminar series. The student teacher observes, assists, and ultimately takes charge of regularly scheduled classes in a school. Members of the Professional Education faculty and cooperating teachers supervise and evaluate the student teacher. Prerequisites: Admission to Teacher Education, including 2.5 cumulative GPA, required Praxis I scores, and grades of C or better in all professional education courses one semester prior to student teaching.

458 Student Teaching (Secondary, K-12) (8)
Student teaching is conducted on a full-time basis for the final ten weeks of the second semester of the senior year and also includes a seminar series. The student teacher observes, assists, and ultimately assumes charge of regularly scheduled classes in a school. Each student teacher participates in planning and evaluative sessions with the education faculty and others concerned. Members of the Professional Education faculty, subject matter specialists, and cooperating teachers work together in the assignment and supervision of the student teacher. Prerequisites: Grades of C or better in all professional educational courses (including the major), a GPA of 2.5 or better, and admission to the student teaching phase of the teacher education program one semester prior to student teaching.

460 Student Teaching (Middle Grades) (8)
Student teaching is a ten-week full-time experience designed for the spring of the senior year and also includes a seminar series. The student teacher observes, assists, and ultimately takes charge of regularly scheduled classes in a school. Members of the Professional Education faculty and cooperating teachers

supervise and evaluate the student teacher. Prerequisites: Admission to Teacher Education, including 2.5 cumulative GPA, required Praxis I scores, and grades of C or better in all professional education courses one semester prior to student teaching.

Birth-Kindergarten Education Course Listings (BKED 000)

240 Development of Infancy and Early Childhood (3)
An in-depth examination of development from pre-conception through age 8. Both typical and atypical development are considered, as well as the role of family and community on developmcnt. Methodological and theoretical issues are emphasized.

250 Introduction to Early Childhood Education (3)
This introductory course is designed for students who are interested in early childhood education and early intervention as professional careers. It examines the theoretical basis for teaching and early intervention with young children and their families. Includes and overview of the history of early childhood education, as well as current issues and trends, early childhood education program models, as well as an introduction to professional standards and organizations. Emphasis placed on environments and interactions that are responsive to children's developmental, individual and cultural needs.

330 Aesthetic Development in Young Children (3)
A course designed to provide students with skills for interacting with children of various ages through developmentally appropriate use of musical instruments, rhythmic games, body coordination, stories, pretending, songs, dance, dramatization, memorization and the use of various types of art media.

340 Inclusive Practices in Early Childhood Education (3)
A course designed to develop planning and intervention skill for working with young children with and without special needs and their families. Emphasis placed on meeting individual needs in natural environments, and including young children with special needs in programs for children who are typically developing. Early intervention skills and strategies for working with children and families are examined and implemented. Field Experience in early intervention is required. Prerequisites: BKED 240, 250, EDUC 373.

342 Children's Health, Wellness and Safety (3)
Data dealing with vital statistics and advances in technology. The major focus on nutrition, good health habits, hygiene, and screening measures of wellness. Emphasis is also placed on National Safety Standards for toys, equipment, and playground facilities.

350 Assessment of Young Children and programs (3)
Designed to help students attain child and family observation skills and the ability to conduct and interpret various means of assessment, both formal and informal. Methods of assessments will include systematic observations, use of screening instruments, interviews, rating scales and anecdotal records. Includes knowledge of assessment with culturally diverse populations, and children with special needs. Prerequisites or co requisites: BKED 250, 340.

351 Preschool Curriculum (3)
A course designed to enable students to become knowledgeable about program components and curriculum development and implementation strategies for young children. Historical and current models of preschool curriculum are examined and observed. The role of families and individual needs of children

in early childhood programs as well as the importance of environment and the role of the teacher are examined. Students design curriculum activities that integrate developmentally appropriate levels of ability. A field experience in a quality preschool setting is included.

360 Emergent Literacy (3)
An examination of theory and research influencing the development of principles and strategies for promoting literacy development in young children. Development of oral language, writing and reading skills observed and studied, along with ideas for using assessment to inform practice in early childhood literacy. Emphasis will be placed on understanding the role of adults, environment and culture on literacy development, along with the understanding of what constitutes developmentally appropriate literature and literacy activities for young children. Field Experience is required.

438 Birth-Kindergarten Teaching Methods (3)
A study of general methods, strategies, techniques and developmentally appropriate practices for birth-kindergarten classrooms, for children with and without special needs. Emphasis on working with children and families in inclusive settings. Prerequisites or co-requisites: BKED 250,340, 350,351.

450 Parenting (3)
A study which examines the changing nature of parenting across the life cycle including: transition to parenthood, early parent-child relationships, parenting adolescents, and the relationship between aging parents and adult children. Emphasis placed on professionals creating and maintaining partnerships with families, collaboration and advocacy.

456 Practicum (Birth-Kindergarten) (3)
A 150-hour field experience program taken during the fall semester of the senior year. Under the supervision of cooperating teachers and education faculty members, candidates observe, assist, and carry out 100 hours of instruction in a state certified birth-kindergarten setting that includes children with special needs. Candidates complete the remaining 50 hours in a community agency that provides services to young children and families. Prerequisites, or co requisites: BKED 240, 250, 340, 350, 351, 458.

Science Education Course Listing (SIED 000)
The following SIED courses are offered through the Department of Biological Sciences and in cooperation with the School of Education:

453 Material and Methods in Secondary Science (3)
Study of the specific teaching strategies, techniques, practices, and the selection and organization of instructional materials and teaching methods appropriate to high school science subjects. Open only to seniors and designed to be taken prior to the student teaching semester. This course is required for teacher licensure and taught in conjunction with SIED 454 and the general methods course. Three hours of lecture each week and a minimum of two required field trips. Requires participation in the recommended activities for professional learning and development. Fall semester.

454 Science Safety Seminar (1)
This one credit hour course is designed for the middle grades and secondary science teacher. It addresses science classroom and laboratory safety issues and teacher responsibilities regarding the creation of

hazard-free learning experiences. Topics include but are not limited to: proper maintenance of living specimens (animal and botanical), the acquisition, storage and handling of chemicals and classroom consumables, acceptable use of lab ware, availability and use of safety equipment, safe laboratory operating procedures, field trip guidelines, and teacher liability.

Special Education Course Listings

SPED 351 Curriculum, Collaboration and Transitions(3)
A study of current trends in special education as it relates to curriculum. The class also includes content on collaboration between specific disciplines in the public schools, including parents and outside agencies. There is also discussion placed on the transition of special needs students between grade levels (elementary – middle – high) and eventually beyond public schools

SPED 370 Teaching Students with Learning Disabilities(3)
A study of Specific Learning Disabilities and current approaches to teaching. The course will focus on specific teaching techniques useful as you work with students identified with a learning disability along with inclusion of students in the regular education classroom.

SPED 371 Interventions for BED Students and Students with Autism (3)
A study of students identified as Behavioral / Emotional Disabilities and Autism. The course will include identification of challenging behaviors and specific intervention techniques.

SPED 372 Diagnosis and Assessment in Special Education (3)
A study of past and current methods of diagnosing students with special needs. The course will include specific diagnosis and assessment methods.

SPED 373 Mild and Moderate Disabilities (3)
A study of the variety of mild and moderate disabilities associated with students, birth to 21 years old. The course includes historical background of special education, legal issues, IDEA and No Child Left Behind legislation.

SPED 438 Program Planning in Special Education (3)
A course designed to address the current demands of special education teachers in the public schools. The course will include an emphasis on lesson planning and design, IEPs, and classroom management.

SPED 455 Adaptive Technology in Special Education (2)
A study of adaptive technology currently available for use by students with special needs. The course will include implementation of adaptive technology skills with students in the public schools.

PGA Golf Management

Assistant Professor: Mr. Jones (PGA Golf Management Director)

PGA Professionals: Mr. Dailey (Assistant Director), Mr. Orr (Director of Instruction), Mrs. Sutton (Keith Hills GC, Director of Golf)

Requirements for a Major in PGA Golf Management (BBA) (CIP 52.0999)
ACCT 213; BADM 100, 125, 221, 300, 313, 314 or 320, 331, 332, 336, 441; ECON 200 or 201, or 202; one of the following International courses: ACCT 547, BADM 558, BADM 572, ECON 448, or ECON 449; six semester hours of School of Business electives; PGM 100, 125, 130, 140, 165, 170, 175, 190, 230, 240, 250, 265, 290, 330, 340, 350, 355, 390, 450, and 490, PSYC 222; incoming playing proficiency, PGA Playing Ability Test (PAT), PGM Qualifying Level, Level 1 Checkpoint, Level 2 Checkpoint, Level 3 Checkpoint, and PGM seminars. PE 111 is waived for PGM students.

PGA Golf Management Course Listing (PGM 000)

100 Introduction to Golf Management (2)
An introductory course that provides an overview of the PGA Golf Management Program and golf industry employment. Topics also include an examination of the structure, function, and history of the PGA of America, and review of the etiquette, definitions, and Rules of golf.

125 Customer Relations (1)
An introduction to the PGA Customer Relations Model including customer greeting routines, seven interpersonal skills, four strategies for guiding effective interactions with customers, supervisors, employees, and others. Prerequisites: PGM 100

130 Introduction to Teaching and Golf Club Performance (2)
An introduction to the fundamental knowledge required for effective golf instruction. Topics include the ball flight laws, pre-swing and in-swing principles, teacher preferences, biomechanics, and teaching technologies. The course provides guidance on how to measure and observe club performance variables in order to establish the effect on a player's performance. Prerequisites: PGM 100

140 Tournament Operations (1)
The course is designed to cover the skills and knowledge required to successfully administer golf tournaments at the facility level. Topics include scoreboards, calligraphy, fundraising, publicity, the use of technology to enhance tournament management, and marking the course for tournament play. Prerequisites: PGM 100

165 Facility Operations (2)
An introduction to the key considerations involved in operating a golf facility including how budgeting, forecasting, and planning contribute to a profitable operation. Students will learn how to develop, organize, and implement a profitable golf car rental program, incorporating safe, clean, and well-maintained golf cars that add to customer's enjoyment. Prerequisites: PGM 100

170 Player Development (0.5)
Required for all new students and those that have not passed the PGA Playing Ability Test (PAT). Emphasis on improving the playing skills of students by developing individualized plans in concert with

video analysis, group short game instruction, supervised practice, and competition. Students must pass the PAT to be released from subsequent semesters.

175 Golf Fitness and Performance (0.5)
A thorough physical evaluation is used to develop a fitness program focused on golf skill enhancement through improved balance, strength, coordination, and technique.

190 Golf Internship 1 (1)
A three-month internship designed to blend classroom education with practical application in the golf industry. Students are responsible for completing experiential coursework mutually agreed upon between the supervising professional and PGM faculty. Written assignments are due periodically over the internship. At the end of the internship, the supervising professional and PGM faculty will complete an evaluation of the student. Prerequisites: PGM 100, 125, 130, or 140.

230 Intermediate Teaching and Golf Club Alteration (2)
This course introduces how learning variables, such as feedback and practice, affect performance. A variety of teaching methods will be covered as will how to work with different golfer populations. Improving player performance is explored through alterations to golf clubs in terms of grip, shaft, and angles to meet specific needs of individual golfers. Prerequisites: PGM 130, 190.

240 Merchandising and Inventory Management (1)
A study of the golf shop as it relates to the planning and management requirements for a successful gold-retailing business. The ability to attract customers and increase merchandise sales will be explored through open-to-buy plans, merchandise assortment plans, pricing, vendor relations, markdowns, display, and sales promotions. Prerequisites: PGM 290.

250 Turfgrass Management (2)
A course designed to increase awareness of the functions of the golf course maintenance department and the responsibilities of the golf course superintendent. Lecture and laboratory classes include an in-depth study of turfgrass varieties, fertilizers, weeds, insects, pests, chemical usage, and maintenance procedures necessary to sustain playable conditions. The focus is minimizing the impact of everyday maintenance practices through coordination with the superintendent and communication with the customer. Prerequisites: PGM 290.

265 Golf Operations (2)
The course emphasizes the golf operations as the core unit overseeing individual business units, such as the golf shop, play on the course, the golf car fleet, the practice range, caddie programs, and more. Topics include the value of organizational structure, job descriptions, policies and procedures, and implementation of operational tools and technologies. Prerequisites: PGM 290.

290 Golf Internship 2 (3)
A six-month internship designed to blend classroom education with practical application in the golf industry. Students are responsible for completing experiential coursework mutually agreed upon between the supervising professional and PGM faculty. Written assignments are due periodically over the internship. At the end of the internship, the supervising professional and PGM faculty will complete an evaluation of the student. Prerequisites: PGM 125, 130, 140, and 165.

330 Advanced Teaching and Golf Club Fitting (2)
The flow of teaching is addressed in order to maximize positive student behavior changes and skill transfer to the course. Other topics include elements of the mental game, advanced shot-making skills, the importance of physical evaluations and corrective exercise programs, and strategies and tactics for meeting the needs of golfer populations through player development programs. A focus on the development of effective processes and procedures for club fitting will enable students to make recommendations to improve player performance. Prerequisites: PGM 390.

340 Golf Facility HR (1)
A wide range of topics related to the recruitment, selection, training, compensation, motivation, and evaluation of golf facility staff members is covered in this course. A performance system is introduced for supervising employees and delegating work responsibilities. Prerequisites: PGM 390.

350 Food and Beverage Management (2)
An in-depth study of how the food and beverage operation contributes to the profitability and success of the golf facility. Components include a study of food costing, purchasing, inventory control, menu planning, security, staffing, service, and legal issues. Classroom lectures will be supplemented with lab experiences at local food and beverage facilities. Prerequisites: PGM 390.

355 PGM Special Topics in Golf (2)
Students conduct research on current industry challenges and present practical solutions. A professional resume will be constructed, while contemporary career development strategies are highlighted. Mock employment interviews require students to develop crucial communication skills necessary for advancement in the industry. Prerequisites: PGM 390.

390 Golf Internship 3 (3)
A seven-month internship designed to blend classroom education with practical application in the golf industry. Students are responsible for completing experiential coursework mutually agreed upon between the supervising professional and PGM faculty. Written assignments are due periodically over the internship. At the end of the internship, the supervising professional and PGM faculty will complete an evaluation of the student. Prerequisites: PGM 230, 240, 250, and 265.

450 Golf Facility Cases and Problems (2)
This comprehensive course examines case studies and problems presenting a challenge to the effective and efficient management of golf facilities. Students will be asked to develop and present their solutions using all functional areas, and golf industry knowledge acquired through coursework and practical experiences. Prerequisites: PGM 330, 340, 350, and 360.

490 Operations Practicum (3)
Students gain practical skills and experience at the university-owned golf facility. Students will apply a best practices philosophy while experiencing managerial responsibilities in all facets of the operation. PGA Golf Management faculty provides daily supervision and evaluation of the students. Prerequisites: PGM 290 or Instructor Approval.

Psychology and Sociology

Professor: Dr. Taylor (Chair)

Associate Professor: Dr. Street

Assistant Professor: Dr. Van Allen

Adjunct Faculty: Dr. Viehe, Dr. Thomasson, Ms. Sobers

Requirements for a Major in Psychology (CIP 42.0101)

Forty-three semester hours of courses in the major including PSYC 222, 260, 267, 330, 364, 368, 369, 461, 463 and 480; four psychology electives chosen from additional psychology offerings; MATH 160 and eight semester hours of science (BIOL111 and 221 strongly recommended) are required. No more than nine hours may be earned through practicum courses. PSYC 222 is a prerequisite to all other psychology courses.

Students considering graduate study for work in clinical or counseling psychology should take additional work in biology or chemistry. Anyone planning work in experimental psychology should elect additional courses in mathematics, statistics, and chemistry. Those considering the personnel and industrial fields of psychology should elect BADM 331 (Management) and ECON 454 (Labor Economics).

Requirements for a Psychology minor are (twenty-two hours) PSYC 222, 260, 330, 364, 368, 461, and one elective.

Psychology Course Listing (PSYC 000)

Note: PSYC 222 is a prerequisite to all other psychology courses. PSYC 222 is not recommended for Freshmen.

222 General Psychology (3)

A study of the various fields of psychology: the developmental process, learning, motivation, emotion, frustration and adjustment, attention and perception, memory and cognition, group dynamics, and abnormal behavior. Attention is given to the application of these topics to problems of study, self-understanding, and adjustment to the demands of society. Required of all prospective teachers. PSYC 222 is a prerequisite to all psychology courses. Offered in the fall, spring, and summer.

232 Social Psychology (3) (SOCI 232)

A study of the way individuals' thoughts, feelings, and behaviors are influenced by others. Topics for consideration include the manner in which status and role characteristics affect personality, the behavior of small groups, group pressure on individual judgment, leadership, crowd behavior, affiliation, and aggression. Offered in the spring.

260 Developmental Psychology (3)

A study of the course of human development from conception to death, including physical, moral, cognitive, emotional, and social development. Normal developmental tasks are also examined. Offered in the fall.

267 Statistics for the Social Sciences (3)
An introduction to the mathematical techniques used for evaluating behavioral and social science data as well as to the conceptual and theoretical framework behind many of these techniques. The semester will begin with a discussion of basic descriptive and predictive techniques (i.e., central tendency, variability, correlation and regression); but a greater part of the term will be spent discussing probability theory, hypothesis testing and scientific decision-making. Since this is a psychology course, emphasis will be placed on statistical applications for psychological data, but these methods can be used in other fields as well. Offered in the spring.

325 Psychological Disorders of Childhood and Adolescence (3)
A study of the causes and treatment of various psychological disorders of childhood and adolescence, for example, anxiety disorders, depression, developmental pervasive disorders, and autism. Offered in the fall.

330 Research Methods in Behavioral and Social Sciences (4) (SOWK 330)
An introduction to the basic research methods used in the social and behavioral sciences. Special emphasis is placed on developing the student's ability to understand and evaluate scientific research as well as to conduct and report research. Exposure to historically significant problem areas is provided. Laboratory work is an integral part of the course. Prerequisites: MATH 160. Offered in the fall and spring.

364 Psychology of Human Relations (3)
A study of factors which affect human relationships, e.g. family of origin, familial cultural factors, personal values, parenting styles, making choices, personal growth, and sex roles. Offered in the fall and spring.

365 Industrial Psychology (3)
A study of psychological principles as applied to business and industry, to employer-employee relationships, and to producer and consumer behavior. Offered as needed.

368 Psychology of Learning and Cognition (3)
A survey of the major concepts and research methods for studying learning and cognition (e.g., language development, memory formation, and conditioning procedures). Offered in the spring.

369 Physiological Psychology (3)
A study of the biological correlates of behavior. Emphasis is placed on the development and organization of the nervous system, the physiological basis of motivated behavior, and the function and structure of sensory and motor systems. Offered in the fall and spring.

372 Perception (3)
A study of the organizing principles of perception. Topics such as perception of movement, depth, taste and smell, form, color, and illusions are examined. Offered as needed.

430 Advanced Research (3)
A seminar course designed to give students experience in evaluating literature, planning and conducting original research, and technical writing aimed at publication. Emphasis will be on gaining mastery of topics by extensive literature review and on gaining critical thinking skills necessary for scientific inquiry. Prerequisites: a grade of C or better in PSYC 330 and MATH 160. Instructor permission required. Offered alternate spring.

461 Abnormal Psychology (3)
A survey of the major forms of abnormal behavior of children and adults, with an emphasis on understanding the cause, treatment, and prevention of these disorders. Prerequisites: Nine semester hours of psychology. Offered in the spring.

463 Educational and Psychological Testing (3)
A study of the principles of educational and psychological testing in the areas of aptitude, achievement, personality, interests, and attitudes. An examination of the various types of tests through using test manuals and the tests themselves. The application of these tests to educational and psychological measurement is addressed. Offered in the spring.

467 Advanced Behavioral Statistics (3)
An exploration of quantitative methods of data analysis, including: higher order analysis of variance, factor analysis, multiple regression and other multivariate techniques. Emphasis is placed on the logic and utility of statistical techniques and on computer applications of data analysis. Prerequisites: a grade of C or better in PSYC 330 and PSYC 267. Instructor permission required. Offered as needed.

471 Clinical Psychology (3)
A survey of the field of clinical psychology, with emphasis on the major positions in which clinical psychologists are employed and their principal activities. Prerequisites: PSYC 364 and 461. Offered in the fall of even years.

475 Theories of Personality (3)
A survey of the major personality theories ranging from Freud's theory to Existentialism. This is a seminar for psychology majors or minors only. Offered in the fall of odd years.

480 History of Psychology (3)
A study of the important figures, concepts, schools, and systems of psychology from the early Greek philosophers to the present; an exploration of the development of psychological research and theory within the modern and post-modern sociopolitical context; and a re-evaluation of psychology's heritage from the perspective of a Christian worldview. Offered in the fall.

490 Practicum: Developmental Disabilities (3)
A practicum in a setting or an institution for persons with development disabilities. Students are given the opportunity to become involved in various programs that allow for the practical application of coursework. Supervision is arranged through the staff of the institution or agency and the faculty at Campbell. The student participates in a seminar, writes a library research paper and keeps a log concerning his or her experiences. Offered in the fall and spring only through the main campus.

491 Introduction to Counseling (3)
An introduction to various techniques of counseling, e.g. ingredients of a helping relationship, listening responses, and conceptualizing client issues. Offered in the fall.

497 Internship (6)
Full-time work for selected upper class students in a human services setting during a summer session. The students are supervised by the staff of the institution and Campbell faculty and are involved in activities with a staff psychologist or mental health counselor at the respective institution or agency. Offered in the summer only through the main campus.

499 Directed Study (1-3)
A directed study designed to permit an advanced psychology major to investigate in detail specific problem areas relating to his or her primary field of interest. Permission must be obtained from the instructor, chair, and dean.

526 Drug Treatments of Psychological Disorders (1)
An overview of the psychotropic medications that health care providers prescribe for various emotional, mental and behavioral disorders. Class discussion will begin with some basic issues in drug action (i.e., potency, efficacy, primary effects and side effects, administration, distribution and metabolism). Focus will be on educating non-medical professionals about the use of drug treatments for conditions like depression, excessive anxiety, ADHD, schizophrenia and others. Offered alternate spring.

Sociology Course Listing (SOCI 000)
Please Note: Although the School of Education does not offer a major or minor in Sociology, the courses listed below fill General College Curriculum and other requirements and may also be taken as electives.

225 Principles of Sociology (3)
A study of human social interaction and society. Specific topics include cultural variations, socialization, social inequality, collective behavior, and global ecology. Offered in the fall and spring.

226 Social Problems (3)
The nature and extent of social problems in contemporary life examined in terms of causes and constructive methods of prevention and treatment. Offered in the fall and summer.

232 Social Psychology (3) (PSYC 232)
A study of forms of interaction of personalities which characterize social life. Topics for consideration include the manner in which status and role characteristics affect personality; the behavior of small groups studied experimentally, group pressure on individual judgment, rumor, leadership, crowd behavior, and social movement. Offered in the spring.

344 Sociology of Religion (3) (RELG 344)
An investigation of the socio-cultural structure of American Christianity. The meaning and belonging functions of religion are explored.

345 Human Diversity (3)
A study of the biological, psychological, social, and cultural dimensions of human diversity. All teacher education majors must complete this course.

359 Juvenile Delinquency (3)
A study of delinquency as a form of socially deviant behavior. Its definition and extent, the limitations of statistics, theories of causation, the delinquent subculture, prevention, and treatment are explored.

360 Gerontology (3)
A study of the biological, sociological, psychological, and behavioral changes occurring in later life, from the standpoint of both the individual and society.

450 Women In Our Culture (3)
A course examining the major contributions of women to society and culture. This course encourages students to become knowledgeable about the influence of women on a global level regarding law, public policy, education, architecture, furniture, politics, employment, the economy, religion, health, medicine, and the media. Open to all students.

Religion and Philosophy

Professors: Dr. Penny, Dr. Jonas (Chair)

Associate Professors: Dr. Lopez, Dr. English

Adjunct Faculty: Mrs. Batten, Dr. Vandergriff, Dr. Greene, Mrs. Beam, Mr. Moore, Mrs. Kipfer.

Objectives of the Religion and Philosophy Department

A. To offer required courses in the General College Curriculum designed to acquaint students with the Judeo-Christian tradition.
B. To offer advanced elective courses in religion and philosophy for those students who desire to explore, beyond an introductory level, specific subjects due to personal interest.
C. To offer a Bachelor of Arts degree with a major in Religion as preparation for seminary or divinity school education or graduate work in the field of religion.
D. To offer a Bachelor of Arts degree with a major in Christian Ministry as preparation for seminary or divinity school education or placement in a ministry vocation.
E. To offer minors in religion for those students who have further interest beyond the level of the General College Curriculum.
F. To offer a learning environment where our students can find ways to integrate their personal faith with their academic skills.

Religion/Philosophy and the General College Curriculum

Candidates for degrees requiring three hours of religion must take RELG 125.

Candidates for degrees requiring six hours of religion must take RELG 125 and a second course chosen from the following religion courses: RELG 202, RELG 212, RELG 222, RELG 224, RELG 236, and RELG 251. Religion majors are an exception, who will normally satisfy this requirement by taking RELG 202 and 212.

Religion and/or philosophy courses count toward fulfilling the social science/humanities requirement of six hours. Philosophy courses do not count toward fulfilling the religion requirement.

Requirements for a Major in Religion (CIP 38.0201)

Students will complete a curriculum that consists of thirty-seven hours of religion beyond the General College Curriculum requirements. Students will take RELG 202 Old Testament Survey and RELG 212 New Testament Survey to satisfy the General College Curriculum religion requirement and must take PHIL 121 Introduction to Philosophy to satisfy three hours of the social science/humanities requirement. Students will then be required to complete the following:

A. A departmental core of fifteen semester hours beyond the General College Curriculum, consisting of RELG 222 Christian Beliefs, 224 Christian Ethics, 227 Introduction to Theological Education, 236 Introduction to Church History, and 251 World Religions.
B. Three semester hours from each of the following areas:
    1. Biblical Studies: RELG 301 Pentateuch, 302 Prophetic Literature of the Old Testament, 304 Poetic and Wisdom Literature, 305 Jewish Backgrounds to the New Testament, 313 Teachings of Jesus, 314 Paul, and 317 John.
    2. Theological Studies: RELG 321 Contemporary Theology, 324 Ancient and Medieval Theology and Philosophy, 325 Modern Theology and Philosophy.

3. Christian History: RELG 332 Early Christianity, 333 Reformation, 334 Religion in America, 335 Baptist History.

C. Nine elective hours of Religion all of which must be at the 300-level.

D. RELG 402 Seminar.

Requirements for a Major in Christian Ministry (CIP 38.0604)

Students will complete a curriculum that consists of thirty-seven hours of religion beyond the General College Curriculum requirements. Students will take RELG 202 Old Testament Survey and RELG 212 New Testament Survey to satisfy the General College Curriculum religion requirement and must take PHIL 121 Introduction to Philosophy to satisfy three hours of the social science/humanities requirement. Students will then be required to complete the following:

A. A departmental core of fifteen semester hours beyond the General College Curriculum, consisting of RELG 222 Christian Beliefs, 224 Christian Ethics, 227 Introduction to Theological Education, 236 Introduction to Church History, and 251 World Religions.

B. Three semester hours from each of the following areas:
   1. Biblical Studies: RELG 301 Pentateuch, 302 Prophetic Literature of the Old Testament, 304 Poetic and Wisdom Literature, 305 Jewish Backgrounds to the New Testament, 313 Teachings of Jesus, 314 Paul, and 317 John.
   2. Theological Studies: RELG 321 Contemporary Theology, 324 Ancient and Medieval Theology and Philosophy, 325 Modern Theology and Philosophy.
   3. Christian History: RELG 332 Early Christianity, 333 Reformation, 334 Religion in America, 335 Baptist History.

C. Nine hours of ministry courses selected from the following: RELG 262 Education Ministry, 362 Youth Ministry, 365 Life and Work of the Minister, 366 Ministry Practicum, 367 Discipleship and the Christian Community, 369 Biblical Foundations for Family Ministry; THEA 301 Theatrical Production in a Church Environment; MUSC 427 Music for Children, MUSC 428 Music for Youth and Adults, MUSC 429 Church Music Philosophy and Administration and MUSC 437 Hymnology.

D. RELG 402 Seminar.

Other Departmental Requirements for Majors

A. Residence requirement: All students majoring in Religion or Christian Ministry are required to complete a minimum of eighteen hours of advanced Religion courses at Campbell.

B. Grade point average requirements for graduation: The major must have an overall average of "C" or better for each of the following categories of courses: all work attempted; all work attempted at Campbell; all religion courses attempted; all religion courses attempted at Campbell.

C. English requirement: Any departmental major may be required to take an English proficiency test. If the student requires additional English studies, placement will be made by the English Department.

Requirements for Minor/Concentration in Religion

A minor/concentration is offered in religion. Students must complete eighteen hours beyond the General College Curriculum requirements, including nine hours numbered 300 and above. The Department requires a residency of at least twelve hours in order to receive a Religion Minor. Courses are to be chosen under the guidance of the department chairman or a religion faculty adviser.

Religion Course Listing (RELG 000)

125 Introduction to Christianity (3)
A study of the biblical foundations, historical development, and traditional beliefs and practices of Christianity and its impact on Western culture and on the lives of those who embrace it. RELG 125 is prerequisite to all other religion courses (except for Religion majors, who normally begin with 202 and 212).

202 Old Testament Survey (3)
A survey of the Old Testament designed to introduce the student to the history, literature, and religion of ancient Israel.

212 New Testament Survey (3)
A survey of the literature of the New Testament in the context of the early Christian church.

222 Christian Beliefs (3)
A study of fundamental beliefs within the Christian faith. Concepts discussed include: God, revelation, faith, Christ, Holy Spirit, history, evil, and eschatology.

224 Christian Ethics (3)
A study of the Judeo-Christian heritage in ethics with attention to its Biblical and theological foundations. In addition, there will be an examination of how Christian ethics bears upon various contemporary moral issues.

227 Introduction to Theological Education (3)
An introduction to the academic study of the field of religion with particular attention given to spiritual formation and blending of the cognitive with the affective.

236 Introduction to Church History (3)
A historical study of the major movements, people, and thoughts throughout the history of Christianity.

251 World Religions (3)
A survey of the major religions of the world.

262 Introduction to Christian Education (3)
A leadership approach to the administrative task. The course offers an introduction to principles which should be employed by those who hold church leadership responsibilities.

300 Special Topics in Religion (3)
Special topics related to the field of Religion are explored.

301 Pentateuch (3)
A study of the historical context and theological themes of Genesis through Deuteronomy. Prerequisite: RELG 202.

302 Prophetic Literature of the Old Testament (3)
A study of selected prophetic books in their historical contexts. Prerequisite: RELG 202.

304 Poetic and Wisdom Literature (3)
A study of Old Testament poetic and wisdom literature in its cultural setting. Prerequisite: RELG 202.

305 Jewish Backgrounds to the New Testament (3)
A study of the historical context and literature of the period leading up to the New Testament. Prerequisite: RELG 202 and 212.

313 Teachings of Jesus (3)
A study of the message of Jesus recorded in the first three Gospels with special attention given to the Sermon on the Mount and the parables of Jesus. Prerequisite: RELG 212.

314 Paul (3)
A study of Paul's life, letters, and thought based on the letters and Acts critically examined. Prerequisite: RELG 212.

317 The Gospel of John (3)
A study of the fourth Gospel through an extensive investigation of the book itself along with a special consideration of its historical setting and its meaning for today. Prerequisite: RELG 212.

321 Contemporary Theology (3)
A survey of the current state of theology. A broad range of movements, issues, and global perspectives will be examined. Treatment will be given to works published within the last five to ten years. Prerequisite RELG 222 or PHIL 121.

324 Ancient and Medieval Theology and Philosophy (3)
A historical survey of theology and philosophy, beginning with the ancient Greeks and extending through the Middle Ages. The study includes Plato, Aristotle, the apostolic fathers, Irenaeus, Athanasius, Augustine, Anselm, Aquinas, Lady Julian of Norwich, as well as some Jewish and Islamic thinkers. Prerequisite: RELG 222 or PHIL 121.

325 Modern Theology and Philosophy (3)
A historical survey of theology and philosophy from the time of the Reformation to the twentieth century. Attention is given to such names as Luther, Calvin, Wesley, Locke, Kant, Scheiermacher, Kierkegaard, Nietzsche, Harnack, Barth, and Bonhoeffer. Prerequisite: RELG 222 or PHIL 121.

332 Early Christianity (3)
A survey of Christianity from the early church in Jerusalem through the fifth century. Attention will be given to significant persons, controversies theological development, and movements during this era. Prerequisite: RELG 236.

333 Reformation (3)
A study of the Reformation of the Sixteenth century and its precursors including the Renaissance. Particular attention will be devoted to the life and writings of the major sixteenth century reformers. Prerequisite: RELG 236.

334 Religion in America (3)
A study of the history, ideas, and influence of religion in America. Prerequisite: RELG 236.

335 Baptist History (3)
A study of Baptists, including their origins, history, principles, and practices. Prerequisite: RELG 236.

362 Youth Ministry (3)
A study of the social and spiritual development of young people. The course will seek to equip the youth minister with cognitive skills, resources, and techniques for ministry with young people through the church. A library of resources for youth programs and projects will be developed for use by the student carrying out a comprehensive youth program in a local church. Prerequisite: RELG 227.

365 Life and Work of the Minister (3)
A study of the nature of call to ministry and the expectations and skills related to the vocational aspects of ministry. Prerequisite: RELG 227.

366 Ministry Practicum (3)
A course devoted to the practical aspects of ministry in which the student learns through an internship in a local ministry setting. Prerequisite: RELG 227.

367 Discipleship and the Christian Community
An investigation into a theology of discipleship and community, including models of evangelism, character formation, church authority, culture, and worship. Prerequisite: RELG 222, 227.

369 Biblical Foundations for Family Ministry
A study of the family in the Bible, with focus on a historical-cultural description of family life and the Bible's theology of family. Attention is given to how these historical-cultural-theological understandings inform and enhance contemporary ministry to families. Prerequisite: RELG 202 or 212.

402 Seminar (4)
Advanced investigation and research on selected topics in biblical studies, church history, theology, philosophy, and ministry. Prerequisite: Permission of the professor.

Philosophy Course Listing (PHIL 000)

121 Introduction to Philosophy (3)
An examination of basic philosophical issues which arise in the fields of ethics, political philosophy, theory of knowledge, and metaphysics.

Greek Course Listing (GREE 000)

101-102 Elementary Greek (3,3)
A survey of the elements of Hellenistic (*koiné*) Greek grammar, illustrated systematically from the Greek New Testament.

201-202 Intermediate Greek (3,3)
Readings from the Greek New Testament with a review of grammar at the intermediate level. Introduction to Greek-based exegetical tools and the textual apparatus. Prerequisites: GREE 101 - 102.

Social Work

Professor: Dr. Kledaras, University Research Professor of Social Work

Visiting Professor: Dr. Eugene Sumner

The social work program is accredited by the Council on Social Work Education. The social work major is designed to prepare students for entry-level generalist social work practice with individuals, families, groups, organizations, and communities.

Academic credit for life or previous work experience will not be given in lieu of courses prefixed SOWK nor for the social work field practicum. The major leads to the Bachelor of Social Work degree.

Transfer of social work courses from social work programs accredited by CSWE may be allowed after review and with the permission of the Program Chair.

All candidates for a major in social work must be officially admitted to the social work program. The standards for admission to the program include:

1. Satisfactory progress and completion of the general college curriculum requirements, SOWK 201 and 290 with a grade of "C" or better.
2. Minimum grade point average of 2.25 on all work attempted.
3. Approval of faculty in the social work program.

Continuance in the social work program requires that students earn at least a grade of "C" or better on all social work courses.

Termination from the social work program may occur for academic, as well as for non-academic, reasons.

Requirements for a Major in Social Work (CIP 44.0701)

SOWK 201, 290, 320, 321, 330, 340, 341, 350, 351, 480, 481, 490, and 491; BIOL 111, BIOL 221; SOCI 225, and 345; and PSYC 222, 364, and 461. The required mathematics courses are MATH 111 and 160. One Restricted elective.

Upper level courses in social work are open only to normally admitted majors. Electives should be supportive of the major and approved in consultation with the social work faculty adviser.

Social Work Course Listing (SOWK 000)

201 Introduction to Social Work (3)

A course offering students, who think they would like to work with others, an opportunity to explore the field of professional social work and to assess their own aptitude and interest in a major in social work. Students planning careers in related professions such as criminal justice, ministry, or allied health may wish to learn about social work, as well. The course includes a brief history of the profession and an overview of major social welfare needs and services in the U.S. Problems which social workers encounter in their practice with individuals, families, groups, organizations, and communities are presented and a generalist problem-solving perspective is introduced. Students visit social work agencies and meet professional social workers. Offered in the fall and spring.

290 Early Field Experiences in Social Work (3)
A course designed for students exploring social work as a career choice. It is coupled with Introduction to Social Work (201) to provide an opportunity to observe the people, places, and processes of helping. Students are assigned to a human service agency for a minimum of 65 hours during the semester. Written requirements include a journal and descriptive agency analysis. Field faculty and students complete a written evaluation of performance in the agency setting. Prerequisites: 2.0 GPA, and permission of the Field Coordinator. Students must apply by March 15th for the fall semester and by October 15th for the spring semester. It is recommended that SOWK 201 be taken and completed with a grade of C or better prior to taking SOWK 290. Offered in the spring.

320 Social Work Practice Methods I (3)
A course for exploring the dynamics of the helping process, with opportunities to practice skills, gain knowledge, and integrate personal and professional values in the helping relationship. A problem-solving model is presented for generalist practice with individuals and families. Prerequisite: Formal admission to the major. Offered in the fall.

321 Social Work Practice Methods II (3)
A course providing opportunities for students to become knowledgeable about and skillful in professional helping relationships with groups, organizations, and communities. The problem-solving method is utilized in depth and skills for working with diverse populations are strengthened and expanded. Prerequisites: Formal admission to the major and completion of SOWK 320 and SOWK 350. Offered in the spring.

330 Research Methods in Behavioral and Social Science (4) (Psychology 330)
A course providing an introduction to basic research methods. Emphasis is placed on the student's ability to locate and understand scholarly articles, and to conduct elementary research for social work practice, including single case system designs, brief surveys, and simple program evaluation, as well as the preparation of the research report. This is a laboratory course. Prerequisites: Formal admission to the program and completion of MATH 160. Offered in the Spring.

340 Social Welfare History and Systems (3)
341 Social Welfare Systems and Services (3)
Two courses focusing on historical, economic, political, and philosophical foundations of American social welfare policy. In the first semester the origins of social welfare and the history of social welfare and social work in the United States are presented. Concepts important to understanding social welfare policy and delivering services to clients of various backgrounds and differing life experiences are studied, including that of social justice in the light of our Judaeo-Christian heritage. The impact of discrimination in American history is assessed, with a consideration of how societal inequities might be remedied. In SOWK 341 students engage in social policy analysis, in the study of social welfare systems and services, and formulate social policy recommendations in the form of written legislative testimony. Social welfare services are studied, with application to specific case situations. Students are introduced to an overview of the legal system, and to the legislation and regulations pertinent to social work generalist practice. Prerequisite: Formal admission to the program, and completion of SOCI 225. Offered in the fall and spring respectively.

345 Human Diversity (3) (SOCI 345)
A study of the biological, psychological, social, and cultural dimensions of human diversity. All elementary and middle grades education majors must complete this course. Offered in the spring.

350-351 Human Behavior in Social Environment (3, 3)
Two courses presenting an ecological perspective on the development and functioning of individuals, families, structured groups, communities, and organizations. The dual perspective of the developing individual over the life course and the environmental processes provides the framework for understanding human behavior. Emphasis is placed on life transitions and events, diverse social environments, contexts that support or inhibit human development, functioning, and variations in development, and functioning which arise from cultural processes, race and ethnicity, gender, sexual orientation, disability, socioeconomic status, and rural/urban differences. Prerequisites: Formal admission to the program, and completion of BIOL 221, SOCI 225 and PSYC 222. Offered in the fall and spring respectively.

360 Topics in Social Work (1-3)
An upper-level elective open to majors and to selected junior or senior non-majors with approval of the instructor. Topics vary from semester to semester and the course may be repeated for credit with different topics. Topics in the past have included social work with older persons, social work with women, and social work with alcohol and drug dependent clients and families. Research topic course required. Other topics offered as needed. Topics in Social Work Research Practice is a required Restricted elective.

480-481 Practice Seminar (3, 3)
A practice seminar directed toward helping the student integrate field and classroom experiences and to strengthen understanding and application of generalist practice, social work research knowledge and skills, and ability to work with diverse populations in a variety of settings. Enrollment must be concurrent with SOWK 490 and SOWK 491. Offered in the fall and spring respectively.

490-491 Field Practicum I and II (6, 6)
Social work practice in an approved agency under MSW supervision for a minimum of 450 clock hours, 225 hours each semester. Students are responsible for expenses and must possess a valid North Carolina driver's license and motor vehicle insurance. A completed request for placement must be turned in to the Field Coordinator by midterm of the semester prior to placement. Prerequisites for SOWK 490 and 491: Completion of all Social Work courses. Offered in the fall and spring respectively.

Theatre Arts

Associate Professors: Ms. Martin, Mr. Wallace

Adjunct Faculty: Mr. Reaves

Students wishing to major in Theatre have the option of choosing from two areas of concentration: Theatre Arts or Drama & Christian Ministry. Candidates for graduation must have an overall "C" average in all college work attempted and a minimum grade of "C" in each course required in the major.

Each Theatre Arts and Drama & Christian Ministry major is required to participate in the theatrical productions of the department every semester. To meet this requirement, all majors must register for one section of Practicum (THEA 224, 225, 226, 227, 228, 229, 230, 231) each semester.

Theatre Arts Core Classes

The following courses (29 or 30 credit hours) are required of all majors:

THEA 113 Vocal Performance or 115 Public Speaking (3)
THEA 220 Stagecraft Lab (1)
THEA 221 Stagecraft (3)
THEA 224, 225, 226, 227, 228, 229, 230, 231 Practicum (.5 each)
THEA 241 Acting (3)
THEA 242 Directing (3)
THEA 321 Scene Design (3) or 328 Costume Design (3) or 323/320 Stage Lighting (4)
THEA 331 Theatre History to 1800 (3)
THEA 332 Theatre History from 1800 (3)
THEA 329 Costume Construction (3)

Theatre Arts Curriculum (CIP 50.0501)

Theatre Arts majors will take the 53 to 70 credit hours required by the General College Curriculum, the 29 to 30 credit hours of the Theatre Arts Core Classes, 18 credit hours of THEA elective courses, and 10 to 28 hours of General Elective courses.

As a Theatre Arts major, students can choose an emphasis in one of several areas including: Acting, Directing, Stage/Lighting Design, Playwriting, Technical Direction, Musical Theatre, Stage Management, Theatre Management, etc.. Elective courses (both Theatre Arts courses and General Electives) will be selected under the supervision of advisers to support the student's choice of emphasis.

Drama & Christian Ministry Curriculum (CIP 50.0599)

Drama & Christian Ministry majors will take the 53 to 70 hours required by the General College Curriculum (to include RELG 202 (New Testament) and RELG 212 (Old Testament)), the 29 credit hours of the Theatre Arts Core classes, 8 to 19 hours of General Electives, as well as the following 30 hours:

RELG 236 Church History (3)
RELG 222 Christian Beliefs or 224 Christian Ethics (3)
RELG 340 Family (3)
RELG 362 Youth Ministries (3
RELG 367 Discipleship in the Christian Community (3))
MUSC 427 Music for Children (3)

THEA 272 Puppetry (3)
THEA 292 Stage Management (3)
THEA 301 Theatrical Production in a Church Environment (3)
THEA 342 Advanced Directing (3)

Theatre Arts Minor
All Theatre Arts minors will take 10 or 11 credit hours of core courses and with faculty supervision will select six to seven credit hours in the area of their interest. In addition they will select a minimum of six credit hours of THEA elective courses.

Core Courses
THEA 131 Introduction to Theatre (3)
THEA 241 Acting (3)
THEA 329 Costume Construction (3) or 220 Stagecraft Lab (1) and 221 Stagecraft (3)
THEA 224, 225, Practicum (0.5 each)

Area of Interest Courses (select two)
THEA 113 Vocal Performance (3)
THEA 242 Directing (3)
THEA 261 Playwriting (3)
THEA 301 Theatrical Production in Church Environment (3)
THEA 321 Scene Design (3) or 328 Costume Design (3) or 323/320 Stage Lighting (4)
THEA 331 Theatre History to 1800 (3) or 332 Theatre History from 1800 (3)

Additional Elective Hours
Students shall select a minimum of six additional credit hours of THEA elective courses

Theatre Arts Course Listing (THEA 000)

113 Vocal Performance (3)
A basic course in vocal production designed for the development of a more efficient and pleasing voice for actors, radio and television announcers, lawyers, and those desiring vocal improvement. Special attention is given to relaxation, breathing, vocal gesture and emotion, and the process of verbalization.

114 Dialects for the Actor (3)
This course is designed to assist the actor in developing techniques used for creating different dialects required for performance of certain works of dramatic literature.

115 Public Speaking (3)
A study of the principles of oral communication designed to increase a student's skill in presenting ideas through speech, and developing vocal, physical, critical, and analytical skills through actual speech performance.

116 Movement (3)
Expansion of student's physical skills utilizing basic theories and lessons of Lessac and Laban movement with application to character development. (No Prerequisite).

131 Introduction to Theatre (3)
A broad survey of theater from its origins to modern times. Work on current productions, typically some afternoons in the Scene Shop, is required.

132 Theatre Lab (1)
An optional lab that can accompany THEA 131. Requires work on current productions.

213 Advanced Vocal Performance (3)
A continuation of the concepts covered in THEA 113 Vocal Performance, with an emphasis on applying the concepts to a text in performance.

220 Stagecraft Lab (1)
A required lab to accompany THEA 221. Requires work on current productions.

221 Stagecraft (3)
An applied study of the fundamentals of technical theatre, including scenic construction, painting, properties, and rigging. A working knowledge of tools and materials will be developed in a laboratory situation. Concurrent enrollment in THEA 220 required.

222 Drawing and Rendering for the Stage (3)
A course specializing in drawing, sketching and rendering for the theatre.

223 CADD Computer Assisted Drafting and Design (3)
A course in Computer Assisted Drafting and Design for the stage. Basic tasks including drawing lines, shapes, and freehand objects, then progressing from flats and other scenic pieces to floor plans, front elevations and working drawings. Basic familiarization with ClarisDraw and MiniCad applications. Prerequisite: THEA 221 or 222.

224, 225, 226, 227, 228, 229, 230, 231 Theater Practicum (0.5 credit hour each)
Each Theatre Arts and Drama & Christian Ministry major is required to participate in the theatrical productions of the department every semester. Assignments will be made for the practical applications of basic theater skills.

241 Acting (3)
A course that teaches the actor to use the fundamental tools of the craft – voice, body and imagination – through exercises, improvisations, and simple character development.

242 Directing (3)
An introductory course in the fundamentals of stage directing. (Prerequisite: THEA 241 or permission).

251 American Musical Theatre (3)
A survey of the history and development of musical theatre in the United States.

261 Playwriting (3)
An introductory course in the writing of plays. Projects can include scenes, one-acts, and development of full-length scripts.

271 Stage Makeup (3)
A basic study of the design principles and application of stage makeup.

272 Puppetry (3)
An introductory course in the creation and manipulation of puppets and creation of scripts for puppet shows. Course will culminate with a publicly performed puppet show.

281 Summer Theatre Production (3)
This course offers classroom and hands-on work on a summer theatre production. Classroom work will center on basic technical operations, actor workshops, and specialty subjects as production needs demand.

282 Advanced Summer Theatre Production (3)
This course offers advanced hands-on work and supervisory positions on a summer theatre production. Includes acting, stage management, and technical crew work.

291 Theatre Management (3)
An introductory course in theatre management studying the fundamentals and methods of theatrical producing, business management, audience analysis, press relations and publicity, advertising, and audience engineering and psychology. Projects can include work on a main stage production.

292 Stage Management (3)
An introductory course in stage management familiarizing the student with the practices of the stage manager. Includes tasks required before rehearsals begin, during readings and rehearsals, during production, and during post-production. Projects include assembly of a promptbook and associated paperwork.

301 Theatrical Production in a Church Environment (3)
An introduction to the philosophical and practical aspects of dramatic production in church settings. Topics include: history of the use of drama in the church, historical and contemporary attitudes towards drama in the church, types of church drama, script selection, script writing, and the unique challenges of overall production management of church drama. Projects can include performance in a church setting.

320 Lighting Lab (1)
A required lab to accompany THEA 323. Requires work on current productions.

321 Scene Design (3)
An introduction to the basic principles and techniques of scenic design in theory and application with a practicum in analysis, layout, drawing, and color. (Prerequisite: THEA 22 1).

322 Scene Painting (3)
An introduction to the techniques and materials that form the foundation of traditional scene painting.

323 Stage Lighting (3)
A study of theatrical lighting design and equipment with a practicum in the use of lighting instruments, control systems, color media, production techniques, and lighting design. Concurrent enrollment in THEA 320 required.

324 Advanced Computer Assisted Drafting and Design (3)
An advanced course in computer assisted drafting and design involving perspective, rendering, and lighting design layout on the Macintosh computer and use of the most current design and lighting applications. Prerequisite: THEA 223.

327 History of Costume (3)
A course that explores the history of costume from ancient times to the present, including study of the various the influences on clothing development.

328 Costume Design (3)
A course emphasizing the design of costumes for the stage. Includes drawing, sketching, rendering of ideas for costumes, and fabric selection.

329 Costume Construction (3)
A course that covers various costuming techniques, including stitching and construction of costumes. May include patterning, draping, dyeing.

331 Theatre History to 1800 (3)
A study of theatre history and dramatic literature from the Classical Greeks to 1800.

332 Theatre History from 1800 to the Present (3)
A study of theatre history and dramatic literature from 1800 to the present day. (Prerequisite: THEA 331).

341 Advanced Acting (3)
The study of character development through analysis, scene preparation, and performance. (Prerequisite: THEA 241 or permission).

342 Advanced Directing (3)
An advanced course in stage directing. Attention is given to analysis of themes, structure, and style. (Prerequisites: THEA 241, THEA 341, and THEA 242).

343 Acting Styles (3)
A course designed to specialize the actor in one particular acting style – Shakespearean, Commedia etc. Can be taught in conjunction with the production of a period play utilizing this style. (Prerequisite: THEA 113 and THEA 341 or permission).

345 Musical Theatre Styles (3)
A study of various musical theatre styles. (Prerequisite: THEA 241 or permission).

360 Stage Combat (3)
A course designed to acquaint the student with proper methods in combat techniques used on stage. Techniques may include unarmed combat, broadsword and dagger, quarterstaff, foil and sabre techniques.

370 Advanced Design (2)
A course designed to offer the student advanced training in scenic, lighting, and costume design with a variety of projects entailing advanced design problems. (Prerequisite: THEA 221 and 321, 323, or 328).

421 Design Project (2)
An advanced course designed to offer the student, during the senior year, an opportunity to realize a design project for a one-act or main stage production under the supervision of the design faculty. (By permission).

422 Technical Direction Project (2)
An advanced course designed to offer the student, during the senior year, an opportunity to realize a technical direction project for a one-act or main stage production under the supervision of the faculty technical director. (By permission).

423 Stage Management Project (2)
An advanced course designed to offer the student, during the senior year, an opportunity to realize a stage management project for a one-act or main stage production under the supervision of a faculty member. (By permission).

431 Theatre History/Research Project (2)
An advanced research project conducted in the senior year, under the supervision of the directing faculty. (By permission).

441 Acting Project (2)
An advanced acting project in a major role in a one-act play or main stage production, performed in the senior year, under the supervision of the acting faculty. (By permission).

442 Directing Project (2)
A play directed in the senior year under the supervision of the directing faculty. (By permission).

443 Creative Dramatics (3)
The study of the use of drama, improvisation and play as a stimulant for learning and development of creative imagination in children and adults.

444 Drama & Christian Ministry Project(2)
An advanced project involving a Drama & Christian Ministry production. Conducted in the senior year under the supervision of the directing faculty. (By permission).

445 Musical Theatre Project (2)
An advanced acting project in a major role in a musical production, performed in the senior year, under the supervision of the directing faculty. (By permission).

460 Special Topics (3)
This is a course offered when special circumstances require examination of subject matter not typically included in the academic program. Topics and projects vary.

461 Internship (3)
This is a course usually taken during a student's third or fourth year. The student will be responsible for finding an appropriate theatre organization. Prerequisite: must be a Theatre Arts Major or Drama & Christian Ministries Major and have permission of the department.

462 Dramaturgy (3)
An introduction to the many roles of the dramaturg, including theatrical researcher, literary manager, script developer, creative consultant, critic, and "audience of one" serving the playwright, director, actors, designers and audience. The origins and development of dramaturgy will be examined.

470 Design Portfolio (2)
A course offering the design student the opportunity to assemble the products of their technical theatre courses into a portfolio necessary for interviews for graduate school and employment. Additional interview training will be offered. (By permission).

481 Summer Theatre Production (3)
This course offers classroom and hands-on work on a summer theatre production. Classroom work will center on basic technical operations, actor workshops, and specialty subjects, as production needs demand.

482 Advanced Summer Theatre Production (3)
This course offers advanced hands-on work and supervisory positions on a summer theatre production. Includes acting, stage management, and technical crew position work.

Trust and Wealth Management

Associate Professors: Mr. Witherspoon (Chair), Dr. Deutsch, Ms. Vaughan

Assistant Professors: Mr. Berry, Mr. D. Butler, Mr. R. Butler, Mr. Taylor

Requirements for a Major in Trust and Wealth Management (BBA) (CIP 52.0899)
ACCT 213, 214, 333; BADM 100, 125, 221, 222, 300, 314, 331, 336, 433, 435; ECON 201, 202, 453; PSYC 222; TRST 330, 360, 400, 410, 411, 415, 420, 432, 434, 436, 439, 440, 470. In order to receive the Trust Certificate, Trust Management graduates must earn a minimum overall grade point average of 2.50.

Requirements for a Major in Trust and Wealth Management Pre-Law Track (BBA) (CIP 52.0899/22.0001)
ACCT 213, 214, 333; BADM 100, 125, 221, 222, 300, 314, 331, 336, 433, 435; ECON 201, 202; TRST 330, 360, 400, 410, 411, 415, 420, 432, 434, 436, 439, 440, 470; and two from: THEA 115, ENGL 302, POLS 229, POLS 330, or MATH 212. In order to receive the Trust Certificate, Trust Management graduates must earn a minimum overall grade point average of 2.50.

Requirements for a Minor in Financial Planning
ACCT 333; BADM 433; TRST 360, 410, 411, 432, 436, 439 (no more than 6 hours in a major may be applied to a minor).

Trust Management Course Listing (TRST 000)

330 Wills, Estates, and Trusts (3)
A course designed to introduce students to the subject of property and interests therein, the distribution of property by intestacy or by will, trusts as dispositive devices, and the planning and administration of property in estates and trusts.

360 Financial Planning Practices for Fiduciaries (3)
An overview of the practice of financial planning and financial situation analyses is covered. The course includes a study of the financial services industry; ethical standards and regulations for financial planners; the economic environment of financial planning; financial and accounting fundamental for financial planners; an integrative analysis of risk management, investment management, tax planning, retirement planning, and simple estate planning. Prerequisites: ACCT 214 and ECON 201.

400 Fiduciary Law (3)
A study of the origin and nature of trusts, methods of creating a trust, necessity of trust property, capacity to be a trustee, definiteness of beneficiaries and the transfer of their interests. Prerequisite: TRST 330.

410 Estate Taxation (3)
A study of the basic principles of federal estate tax law and basic techniques to minimize the impact of the tax on the decedent's estate. Prerequisite: ACCT 333.

411 Gift and Fiduciary Taxation (3)
A study of the basic principles of federal gift tax law, generation-skipping tax law, and fiduciary income tax law. Emphasis will be given as to how to minimize the impact of gift, generation-skipping, and fiduciary income taxation. Prerequisite: ACCT 333 and TRST 410.

415 Operational Functions of a Trust Department (3)
A study of organization staffing, policies, control procedures, and administration of a trust department. Provides the student with a foundation for understanding the role of effective management in achieving adequate profitableness in a trust department. Emphasis is placed on the application of Regulation 9 of the Comptroller of the Currency and techniques for the development of new trust business, including prospecting techniques, sales talks, establishment of new business goals, and maintenance of records. Prerequisites: TRST 330 and 400.

420 Fiduciary Law (3)
A study of the administration of trusts, the duties and powers of the trustee, the liabilities of the trustee, and remedies of the beneficiary of third persons, the investment of trust funds, allocation and apportionment of receipts and expenses between principal and income, and the termination or modification of a trust. Prerequisite: TRST 400.

432 Estate Planning Seminar (3)
A study of the principles of intestate law, taxes, and techniques of planning the disposition of property by will and trust. Fields covered include wills, inter vivos trusts, insurance trusts, pension and profit-sharing trusts, and business buy-sell agreements. Semester case problem requires analysis and development of a plan and presentation to live participants. Considerable emphasis is placed on new business development and post mortem planning. Prerequisites: TRST 420 and 411, or approval of instructor.

434 Trust and Estate Administration (3)
An examination of the administration and distribution of property in estates and trusts. The course will enable the student to understand and apply the state and federal statutes that govern such administration, including the Uniform Trust Code and the Uniform Probate Code. Particular attention will be paid to the understanding and implementation of trust documents and wills. The course will be highly practice oriented. A senior level course for trust and trust pre-law majors. Prerequisite: TRST 420.

436 Employee Benefits (3)
This course is designed to introduce the student to the various types of employee benefits that are provided employees by or through employers including corporations, sole proprietorships, and the self-employed. The course examines social security benefits and focuses on the basic concepts used in the establishment, administration, investment, and distribution of various Defined Benefit and Defined Contributions Plans. The student is exposed to the regulations and practices governed by ERISA and takes part in the review and development of a prototype plan. Several active employee benefit account managers are guests during the semester to provide the students a realistic application of the course of study. Prerequisites: ACCT 333, TRST 411.

439 Investments and Security Analysis (3)
A study of investments in securities of all types including stocks, bonds, mutual funds and derivatives. The course will study, among other things, types and measures of investment risk, bond and stock valuation concepts, asset pricing models and hedging and option strategies. The course will be designed for implementation of strategies within a financial institution, consistent with such institution's policies and procedures. Prerequisite: Senior standing.

440 Investments and Portfolio Management (3)
A study of the creation and management of investment portfolios. The course will study portfolio valuation and measurement concepts, asset allocation and diversification, and investment strategies in

tax-advantaged accounts. The course will also examine such investment strategies in tax-advantaged accounts. The course will also examine such investments theories as the efficient market theory, the capital asset pricing model, and modern portfolio theory. The course will be highly practice oriented. The course will be designed for implementation of strategies within a financial institution, consistent with such institution's policies and procedures. Prerequisite: TRST 430.

470 Trust Sales and Marketing (3)
A practical investigation of sales process and the marketing process from the trust banker's perspective. Topics include the evolution of the market for trust services, market opportunity assessment, market segmentation, development of marketing strategies, pricing of services, and personal selling. Prerequisite: Senior standing in the Trust and Wealth Management Program.

490 Trust Internship (3)
A trust or financial planning-related employment experience with an approved organization. Related term paper required. Prerequisites: Junior standing (at least), declared major in Trust Management, overall grade point average of 2.0 or greater, and completion of an independent study contract.

Foreign and Special Studies Programs

Malaysian Program

Campbell University is involved in a cooperative program with Tunku Abdul Rahman College (TARC) in Kuala Lumpur, Malaysia. Graduates of approved curricula at TARC receive their Bachelor of Science degree from Campbell University. The students are carefully selected and highly motivated. They are taught by outstanding faculty, ably supported by excellent facilities and equally good library holdings and equipment. Additional information about these programs is available at: http://www.tarc.edu.my .

Study Abroad Program

Dr. Waldron, Director

Campbell University Study Abroad (CUSA) offers students the opportunity for international study in locations all over the world. Campbell students may study abroad with a group in a Campbell faculty-led program or as an individual through any pre-approved international program. CUSA can send a student almost anywhere in the world. Study Abroad can range from a few weeks to entire semester or yearlong programs; unique domestic and international internships are also available. All opportunities are coordinated through the Study Abroad Office.

Students in good standing with a GPA of 2.5 or above are eligible for international study, but all students must apply at the Study Abroad Office, and requirements vary per program. The optimal time for study abroad is frequently the sophomore or junior years, but even first year students, seniors, alumni and friends are eligible for some programs. Campbell students work with the office of study abroad to find a program to suit the needs of their majors and their personal interests.

Faculty-Led Programs

Campbell Professors design courses to teach abroad and lead travel connected to academic disciplines. Faculty-led programs are constantly growing and changing based on student and faculty interest. Program destinations include Costa Rica, Great Britain, Germany, Italy, Tanzania, Malaysia and Hawaii, and new programs are in constant development.

- **Costa Rica:** Students travel to Alajuela, Costa Rica for Spanish or a variety of other courses. Spanish classes at any level are offered through the Costa Rica Language Institute: the Institutuo de Cultura Y Lenga Costarricense (ICLC). Students stay with Costa Rican families while learning the language, and travel to volcanoes and tropical rainforests in order to experience the unique culture and biodiversity of this tropical country. Courses in Biology are frequent companions to the Spanish component. Students may also attend ICLC individually for advanced Spanish instruction.

- **Great Britain:** Students stay in one of the world's most vibrant international cities, taking classes with Campbell professors in British Literature, Communication Studies, Religion, and/or History/ Criminal Justice/Political Science. From Shakespeare at the Globe to tours of the BBC, from the Houses of Parliament to St. Paul's Cathedral, London offers opportunities for many diverse majors. Excursions vary according to the courses and academic program.

- **Italy:** Students study Religion and Art in Rome, Florence, Assisi, Perugia, and many other cities in central Italy. Courses focus on the rise of Western Christianity in Italy, as well as painters such as Michelangelo, Da Vinci, and Raphael. Art students can practice painting and drawing in the beauty of Italy.

- **Tanzania, Africa:** Students interested in health-care professions perform wellness clinics and health education for AIDS orphans in the Rift Valley, near Lake Victoria. Students work with doctors in Tanzania to understand health care in the third world and developing nations. Service learning is a priority of this program, but students also go on a safari in the Ngorongoro Conservation area, with the world's largest concentration of lions, elephants and other African creatures.

- **Malaysia:** Campbell University has a cooperative program with Tunku Abdul Rahman College (TARC) in Kuala Lumpur, Malaysia. Students study international business, international studies, and other programs in a growing south Asian country. Malaysia is a cross roads of Global issues: diverse religious and ethnic traditions and strong economic development in the country that boasts the world's tallest building—the Petronas Twin Towers.

- **Domestic Field Studies—Hawaii or Miami:** Through the study abroad office, students have access to Campbell-led field studies in Hawaii or Miami, with a focus on tropical biology and ethno-botany. Students work with the National Tropical Botanical Garden and other institutions to study and conserve ecologically and culturally important plant species from around the globe. Guest speakers and service learning are a highlight of these science field programs.

Programs for Individual Students

Students may apply for a semester abroad through any program approved by the CUSA Office, which has access to programs all over the world. Campbell has a special affiliation with the domestic or international programs at many institutions. These affiliates offer diverse opportunities for any major. Application and requirements vary per program, and students are encouraged to contact the study abroad office to participate. Campbell students have studied independently in Scotland, Japan, Wales, Australia, Spain, Ecuador, Argentina, France, England, Korea and Ireland. Some students have participated in international internships where they have language proficiency.

Alumni and Friends Tours

Campbell Faculty frequently host group travel experiences for the alumni, friends and students of Campbell University. These are themed tours for which no direct credit is offered, though travel may be offered as an auxiliary to a class. Parents, friends of the university, alumni are all welcome to participate in these group tours.

- **Germany:** The Religion Department has sponsored themed trips including "Religion and Reformation" course in which students, alumni and friends spend two weeks traveling in Germany and Switzerland, focusing on reformation ministers Martin Luther and John Calvin, and "The Reformation and the Anabaptist Tradition" during which students study the rise of the Baptist faith in Germany.

- **Great Britain:** In tours such as the "Great Preachers of Great Britain" tour, students and friends travel in England and Scotland, visiting special places in the history of faith: Coventry Cathedral, the site where John Newton wrote "Amazing Grace," and William Cary's home church, where the missionary movement began.

- **Chile:** Students in the Lundy Fetterman School of Business travel to Chile to focus on the rising economy of this vibrant South American economic partner. Students meet entrepreneurs, marketing executives, chief executive officers and many other business executives in international businesses.

- **Israel:** The Divinity School sponsors a program to Israel and the Holy Land which emphasizes not only the Biblical importance of these locations, but also the cultural and political issues surrounding the Holy Lands today. Participants work with archeologists and speak with people working in Israel and Jordan to understand the circumstances of people living in this area today.

Other Academic Offerings

American Sign Language

Campbell University is happy to offer courses in American Sign Language. The courses are offered as elective credit hours only.

Sign Language Course Listing (SLAN 000)

101 Introduction to Sign Language (2)
The SLAN 101 course offers an introduction to American Sign Language and basic skills of communicating with the hearing impaired, with an emphasis on letters and words. Pre-requisite: none.

102 Sign Language (2)
The SLAN 102 course builds on the principles of sign language learned in SLAN 101 with an emphasis on conversational phrases. Persons with prior sign language experience will find this course beneficial. Pre-requisite: SLAN 101 or equivalent.

Reserve Officers' Training Corps (ROTC)

Professor of Military Science: LTC Mason (Chair)

Assistant Professors of Military Science: CPT Grossman, MAJ Psaltis

Instructor of Military Science: SFC Williams

ROTC Personnel: CPT Shokes

Objectives

The objective of Campbell University's ROTC Program is to motivate and prepare selected students to serve as leaders in the U.S. Army. The course of instruction provides a practical understanding of the concepts and principles of military science and aids in developing a strong sense of duty, honor, country, and citizenship. Our program promotes individual fitness as well as teamwork and provides numerous leadership opportunities. Students will also gain an understanding of and appreciation for international relations and national security. Attainment of these objectives prepares students for commissioning and establishes a solid foundation for their professional development and effective performance in the uniformed services or in civilian enterprise.

Scope

The Army ROTC Program is progressive in nature and is composed of a Basic and Advanced Course. Enrollment in the Basic Course is open to all full time freshmen and sophomores. Completion of the Basic Course is a prerequisite for Advanced Course application. A student who enrolls in the Basic Course does not incur any obligation to serve in the Army. Prior military science or high school JROTC experience may result in direct Advanced Course placement. Entrance into the Advanced Course is selective and is based upon demonstrated performance and leadership potential. Students who satisfactorily complete the Advanced Course are commissioned Second Lieutenants upon graduation.

Military Science Course Listing (MSCI 000) (CIP 30.0501)

Basic ROTC Program Courses

111 Leadership and Personal Development (1)
Introduces Cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big-picture understanding of ROTC, its purpose in the Army, and its advantages for the student. One (1) lecture hour per week.

112 Introduction to Tactical Leadership (1)
Overviews leadership fundamentals such as setting direction, problem solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Continued emphasis is placed on recruitment and retention of Cadets. Cadre role models and the building

of stronger relationships among the Cadets through common experience and practical interaction are critical aspects of the MSL 112 experience. One (1) lecture hour per week.

211 Innovative Team Leadership (2)
Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories). Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in Leadership Labs. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of Army rank, structure, and duties and basic aspects of land navigation and squad tactics. Case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the Contemporary Operating Environment (COE). Two (2) lecture hours per week.

212 Foundations of Tactical Leadership (2)
Examines the challenges of leading tactical teams in the complex COE. The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. MSL 212 provides a smooth transition into MSL 311. Cadets develop greater self awareness as they assess their own leadership styles and practice communication and team building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. Two (2) lecture hours per week.

221 Leader's Training Course (3)
An intensive practical application of leadership and military skills to satisfy basic course prerequisite for enrollment into the Advanced ROTC Program Courses leading to commissioning as an officer in the U.S. Army upon graduation. Five (5) week summer program at Fort Knox, KY for students from universities and colleges throughout the nation.

Advanced ROTC Program Courses

311 Adaptive Team Leadership (3)
Challenges Cadets to study, practice, and evaluate adaptive leadership skills as they are presented with the demands of preparing for the ROTC Leadership Development Assessment Course (LDAC). Challenging scenarios related to small unit tactical operations are used to develop self awareness and critical thinking skills. Cadets receive systematic and specific feedback on their leadership abilities. Cadets at the MSL III level begin to analyze and evaluate their own leadership values, attributes, skills, and actions. Primary attention is given to preparation for LDAC and the development of leadership abilities. Three (3) lecture hours and one and a half (1.5) laboratory hour per week.

312 Leadership in Changing Environments (3)
Uses increasingly intense situational leadership challenges to build Cadet awareness and skills in leading tactical operations. Having learned squad-level tactics in MSL 311, Cadets now learn to lead up to platoon level. Cadets review aspects of combat, stability, and support operations. They also conduct military briefings and develop proficiency in garrison operation orders. The focus is on exploring, evaluating, and developing skills in decision making, persuading, and motivating team members in the COE. MSL 312 Cadets are evaluated on what they Know and Do as leaders as they prepare to attend LDAC-. Three (3) lecture hours and three (3) laboratory hours per week.

321 Applied Military Leadership (3)

The ROTC Leader Development and Assessment Course (LDAC) or operation WARRIOR FORGE is the most important training event for an Army ROTC Cadet or National Guard Officer Candidate. The 29-day training event incorporates a wide range of subjects designed to develop and evaluate leadership ability. The challenges are rigorous and demanding, both mentally and physically. WARRIOR FORGE tests intelligence, common sense, ingenuity and stamina. These challenges provide a new perspective on an individual's ability to perform exacting tasks and to make difficult decisions in demanding situations. WARRIOR FORGE places each Cadet and officer candidate in a variety of leadership positions, many of which simulate stressful combat situations. In each position, Cadets will receive evaluations from platoon tactical and counseling (TAC) officers and noncommissioned officers. In addition to proving their leadership ability, Cadets and officer candidates must meet established standards in physical fitness, weapons training, communication, combat patrols and demonstrate their proficiency in many other military skills. Cadets and officer candidates must excel at WARRIOR FORGE to be considered competitive for a commission as an Army officer.

411 Developing Adaptive Leaders (3)
Develops student proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing leadership-performance feedback to subordinates. Students are given situational opportunities to assess risk, make ethical decisions, and provide coaching to fellow ROTC students. MSL IV Cadets are measured by their ability both to give and receive systematic and specific feedback on leadership abilities. Cadets at the MS IV level analyze and evaluate the leadership values, attributes, skills, and actions of MSL III Cadets while simultaneously considering their own leadership skills. Attention is given to preparation for the Basic Officer Leadership Course B (BOLC B) and the development of leadership abilities. Three (3) lecture hours and one and a half (1.5) laboratory hour per week.

412 Leadership in a Complex World (3)
Explores the dynamics of leading in the complex situations of current military operations in the COE. Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with nongovernmental organizations, civilians on the battlefield, and host nation support. The course places significant emphasis on preparing Cadets for their first unit of assignment. It uses case studies, scenarios, and "What Now, Lieutenant?" exercises to prepare Cadets to face the complex ethical and practical demands of leading as commissioned officers in the United States Army. Three (3) lecture hours and three (3) laboratory hours per week.

ROTC Internship Programs (No Credit)

Cadet Professional Development Training (CPDT)
This is a two to three-week program during which students attend Army schools such as Airborne School (military parachuting), Air Assault School (helicopter operations), Northern Warfare School (military training in Alaska) or Mountain Warfare School (mountain training in various states). The program is open to all enrolled ROTC students, but selection is competitive due to the limited availability of slots in the program.

Cadet Troop Leadership Training (CTLT)
This is a three-week program in which students can apply their leadership and professional knowledge in practical ways by working as lieutenants in Army units. The program is only available to Advanced Course students during the summer following their junior year. Students must have successfully

completed the National Advanced leadership Camp (MSCI-321).

Leadership Course Listing (LDR 000)

100 Introduction to Leadership (3)

A course that introduces participants to issues and competencies related to being an effective leader. The course is dedicated to educating students about their potential to lead and, hence, empower students to seek self-improvement. It provides students with a number of practical life skills useful in any day to day business or personal encounter. The course also focuses on the follower and presents ideas on how to influence people in a variety of situations. No prerequisites.

Campbell University Freshman Seminar

Dr. Latino, Director

CUFS 100 Campbell University Freshman Seminar (1)
This course is designed to facilitate students' integration into the learning community of the university. The course enhances students' skills for academic success, develops students' understanding of university culture, fosters students' meaningful educational engagement, and promotes behaviors important for academic success. The course encourages students to participate actively in the university and to reflect upon their experiences. Although not required, this course is strongly recommended for all incoming first-time freshmen.

Directory Information

Administration and Staff 2011

Office of the President
Jerry M. Wallace, President
Judy Robbins, Administrative Assistant to the President

Office of the Vice President for Academic Affairs and Provost
M. Dwaine Greene, Vice President for Academic Affairs and Provost
Janice Manning, Administrative Assistant to the Vice President for Academic Affairs and Provost

College of Arts and Sciences
Mark L. Hammond, Dean of the College of Arts and Sciences
Elaine Smith, Administrative Assistant to the Dean of the College of Arts and Sciences
Renee Johnson, CAS Admissions Coordinator

Departmental Secretaries
Marie Finnigan, Biology, Chemistry/Physics; Susan West, English; Kendra Erickson, Foreign Language/Study Abroad; Deborah Dye, Fine Arts; Marilyn Buie, Exercise Science; Cathy Mercado, History,Criminal Justice and Political Science; Rebekah West, Communication Studies and Mathematics/ ITS; Rosemarie Gore and Olin Bowman, ROTC

Extended Campus Education
Tom G. Harris, Associate Dean, Extended Campus Education
Tere Murphy, Administrative Assistant to the Associate Dean of Extended Campus Education
Charles Franquet, Director for Ft. Bragg/Pope Campus
Jamie Kipfer, Director for Distance Education
Edward Lee Milliner, Director for Camp Lejeune Campus
Richard Zanone, Director for Raleigh Center Campus (RTP)

Divinity School
Andrew Wakefield, Dean of the Divinity School
Joyce F. Mashtare, Administrative Assistant to the Dean of the Divinity School
Barry A. Jones, Associate Dean for Graduate Programs
Carol Lynn Brinkley, Director of Student Services
Elaine M. Dawson, Administrative Assistant for Academic & Student Services
Irma C. Duke, Director of Church Relations
Kelly M. Jones, Director of Admissions
Melanie M. Walk, Admissions and Alumni Associate
Amanda Matthews, Admissions Assistant
Derek E. Hogan, Theological Reference Librarian
W. Glenn Jonas, Chairman of the Department of Religion/Philosophy
Phebie Smith, Administrative Assistant, Department of Religion/Philosophy

Lundy-Fetterman School of Business

Ben Hawkins, Dean of the Lundy-Fetterman School of Business
Nancy Ezzell, Administrative Assistant to the Dean of the Lundy-Fetterman School of Business
Carl Broadhurst, Associate Dean of Student Relations; Chair, Business Administration, and Economics
Edward Fubara, Director of MBA Program
Shahriar Mostashari, Associate Dean of External Relations and School of Business Faculty
Ken Jones, Director of the PGA Golf Management Program & General Manager, Keith Hills Golf Club
Pam Steele, Career Placement Adviser
Dan P. Maynard, Business Librarian
Kristi Stratton, Administrative Assistant for Student Services
April Paszkiewicz, Retention and Admissions Coordinator
Teresa Knox, Administrative Assistant to PGA Golf Management
Emily Holliday, Assistant Director of MBA Program

Norman Adrian Wiggins School of Law

Melissa Essary, Dean of the Norman Adrian Wiggins School of Law
Keith Faulkner, Vice Dean for Administration and External Relations
JoAnne Phillips, Executive Assistant to the Deans
Brian Boyd, Associate Dean for Academic Affairs
Melodye Hendrix, Director of Development
Julie Lechner, Assistant Director of Development and Communications
Lou Naylor, Registrar
Dexter Smith, Assistant Dean for Admissions
Jannelle Sumner, Assistant Director of Admissions
Olivia Weeks, Law School Librarian
Julie Beavers, Director of Career Services
Julie Smith-Hamilton, Assistant Director of Career Services
Mary-Charles Branch, Director of Student Life and Pro-Bono Activities
Sha D. Hinds-Glick, Director of Academic Support & Bar Success
Mark Gibbons, Director of Technology

School of Education

Karen P. Nery, Dean of the School of Education
Charity Tart, Administrative Assistant to the Dean of the School of Education
Carolyn Maidon, Director of Teaching Fellows
Debbie Temple, Administrative Assistant to Teaching Fellows
Administrative Assistants: Lou Sherman and Kelly Ashworth, Education; Shirley Hearn, Social Work/ Psychology

College of Pharmacy & Health Sciences

Robert Greenwood, Associate Dean for Academic Affairs
Phyllis C. Strickland, Administrative Assistant to the Associate Dean of Pharmacy
W. Mark Moore, Associate Dean of Student Life
Brenda Blackman, Pre-Pharmacy Coordinator
Kim Dunn, Director of Admissions

Abbie Usina, Admissions Counselor
Lindsay Blackmon, Admissions
Wesley Rich, Asst. Dean for Administration
Rich Koepcke, Director of Development
Melissa Stancil, Director of Alumni Relations
Andrea Pratt, Director of Communications
Penny Shelton, Director of Experiential Programs
Andy Bowman, Director of Continuing Education
Samantha Clinton, Coordinator of Continuing Education
Tim Marks, BSPS/MSPS Program Administrator
Larry Swanson, Chair of the Department of Pharmacy Practice
Emanuel Diliberto, Chair of the Department of Pharmaceutical Sciences
Bill Pickard, Chair of the Department of Clinical Research, BS, MS
Kelly Meidl, Director of Academic/Student Affairs
Gabrielle Morgan, Director of the BSCR Program
Sheryl Jensen, Program Manager
Emily Bloom, Associate Director of Science Education Outreach
Connie L. Barnes, Director of Drug Information Center

Departmental Secretaries
Crystal Dark, Kathy Monaghan, Lisa West, Jean White, Deeda Harris

Laboratory/Research Staff
Paul Johnson, Scott Staton, Heather Matthews, Chad Moody, Truyen Nguyen

Physician Assistant Program
Tom Colletti, Director of the PA Program
David Coniglio, Academic Coordinator
Kristen Stiltner, Administrative Assistant
Laura Gerstner, PA Clinical Coordinator
Robyn Rogers, Administrative Assistant

Registrar's Office
J. David McGirt, University Registrar
Billie Jo Pittman, Associate Registrar-Graduation
Brenda McLeod, Assistant Registrar- Evaluation/Records
Evelyn Howell, Assistant Registrar-Transcripts and Records
Marian Brantley, Assistant Registrar- Undergraduate Student Records
Debbie Lucas, Secretary/Receptionist for Registrar's Office
June Lee, Assistant Registrar-Graduate Records;
Susan Rhodes, International Student Coordinator

Wiggins Memorial Library
Borrée Kwok, Dean of the Library
Linda Martin, Administrative Assistant to the Dean of the Library

Library Services
Sarah Steele, Head of Research and Instruction Services
Marie Berry, Head of Access Services
Siuki Wong, Head of Technical Services and Systems
W. Ron Epps, Serials/Reference Librarian
Daniel Maynard, Business Librarian
Derek Hogan, Theological Reference Librarian
LaKeshia Darden, Curriculum Materials/Media Librarian
Jacquelynn Sherman, Catalog Librarian
Donald Strother, Circulation Manager
Dorothy Jackson, Circulation Assistant
Anita Mullins Brown, Reserve Assistant
Michelle Gregory, Acquisitions Assistant
Patricia Davis, Government Documents Assistant
Barbara Faulkner and Brenda Johnson, Technical Services Assistant
Pam Guilliams, Serials Assistant

Office of the Vice President for Health Programs

Ronald W. Maddox, VP for Health Programs & Dean of the COPHS
Pam Roberts, Executive Assistant to the VP for Health Programs

School of Osteopathic Medicine (proposed)
John M. Kauffman, Jr., Dean of the School of Osteopathic Medicine
Dawn Williamson, Assistant to the Dean

Office of the Vice President for Student Life

Dennis Bazemore, Vice President for Student Life
Jennifer Brown, Administrative Assistant to the Vice President for Student Life
Jennifer Latino, Director of First-Year Experience
Judy Tunstall, Administrative Assistant to the Director of First Year Experience
Sherry Haehl, Dean of Students
Vicki Crowell, Administrative Assistant to the Dean of Students
Faithe Beam, Campus Minister
Terry Tucker, Administrative Assistant to Campus Minister
Shawn Taylor, Director of Community Living & Standards
Jodie Hurley, Director of Residential Living
Chris Stewart, Director of Health Services
Gerald Brenneman, Physician Assistant
Anne Parker, Office Manager, Health Services
Pascal Molinard, Director of Aquatics
Andy Shell, Director of Campus Recreation
Chris O'Connor, Director of Student Activities
Laura Rich, Director of Student Success
Christy Jordan, University Counselor
Tim Lloyd, Director of Campus Safety
Deborah Winters, Director of Parking Administration

TBD, Director of Athletics
Christian Pope, Associate Director of Compliance and Academics
Tony Delp, Assistant Athletic Director, External Affairs
Kim Graham, Associate Athletic Director, Operations
Stan Cole, Assistant Athletic Director, Media Services
Jarrad Turner, Assistant Athletic Director, Marketing & Promotions
Justin Wilkins, Assistant Athletic Director, Compliance
Malinda Ashcraft, Academic Services and Senior Women Administrator
Quinton Sawyer, Head Athletic Trainer

Office of the Vice President for Institutional Advancement

Jack Britt, Senior Vice President for Institutional Advancement and Assistant to the President
Britt Davis, Vice President for Institutional Advancement
Susan Litton, Administrative Assistant to the Vice Presidents for Institutional Advancement
Jerry Wood, Assistant Vice President for Institutional Advancement and Planned Giving
Douglas C. Jones, Assistant Vice President for Alumni Relations
Peggy Mason, Director of Annual Fund and Donor Relations
Dawn Phillips, Assistant Vice President for Corporate and Foundation Relations
Shelia Cratch, Administrative Assistant to the Assistant Vice President for Institutional Advancement & Corporate & Foundation Relations
TBD, Director of Planned Giving
Patty Faulkner, Director of Grants Research and Development
Teresa Shrieves, Records Clerk
Violeta Saenz, Secretary to the Assistant Vice President for Alumni Relations
Angela Clark, Alumni Records Coordinator
Revonda Ballard, Alumni Records Coordinator
Haven Hottel, Director of Communications and Publications
Billy Liggett, Assistant Director of Publications
TBD, Staff Writer/Social Media Coordinator
Jason Bray, Web Designer-Administrator
Jonathan Bronsink, Graphic Designer

Office of the Vice President for Enrollment Management

John Roberson, Vice President for Enrollment Management and Special Assistant to the President

Admissions

Jason Hall, Assistant Vice President for Admissions
Kathy Crenshaw, Director of Admissions Administration
Allison Shell, Director of Admissions Communications and International Compliance
Sharon Beasley, Admissions Receptionist
Rhonda Page, Admissions Research and Reporting Specialist
Katrina Martin, Admissions Application Specialist
Lois Hupfeld, Admissions Data Entry Specialist
Jennifer Wright, Admissions Data Entry Specialist
Nick Haskzo, Director of Undergraduate Transfers
Adriane Karlinski, Campus Visits and Student Experiences Coordinator

Shelly Hobbs, Christian Markets/Private Schools Counselor
Dori Staehle, Admissions Counselor/Home School Specialist
Rod Hipwell, E-Counselor and Interactive Recruitment Manager
Diana Hoehne - Senior Admissions Counselor
Katie Connor - Senior Admissions Counselor
Elli Gaston, Admissions Counselor
Otis Evans, Admissions Counselor
Heather Raynor, Admissions Counselor
Sandra Browde, Admissions Counselor

Veteran's Affairs
Joy Cox, Director of Veteran's Affairs

Financial Aid
Michelle Day, Director of Financial Aid
Linda Clarke, Coordinator of Endowed Scholarships
Barbara Hartgrove, Assistant Director of Financial Aid
Michelle Dickerson, Assistant Director of Financial Aid
Lloyd DeRamus, Assistant Director of Financial Aid
Lisa Williamson, Assistant Director of Financial Aid
Valerie McAlister, Receptionist
Sylvia McLeod and Angela Stone, Loan Coordinators
Merry Taylor, Outside Scholarship Coordinator
Diane Hayes, Digital File Clerk
Amy Bain, Work Study Coordinator
TBD, Research and Report Specialist

Office of the Vice President for Business and Treasurer

James O. Roberts, Vice President for Business and Treasurer
Patti Tyndall, Administrative Assistant to the Vice President for Business and Treasurer
Al Hardison, Comptroller
Win Quakenbush, Director of Financial Management
Christopher Buckley, Director of Computing Services
Robert Cogswell, General Counsel and Director of Human Resources
Dave Martin, Director of Physical Plant
Larry Aldridge, Director of Aramark Food Services
Nick McKay, Manager, Barnes and Noble Bookstore
Doug Williamson, Director of Purchasing
Ken Jones, Director, PGM Program

Accounting Office
Julie Byrd, Assistant Comptroller
Kellie Earnhardt, Assistant Comptroller
Ramona Daniels, Purchasing Administrator
Teresa Humbert, Purchasing Clerk
Elaine Tart, Payroll Administrator

Bridget Pope, Payroll Assistant
Reba Clifton, Accounts Payable
Stephanie Duncan, Accounts Payable
Darla Reed, Accounting Clerk
Hannah Bazemore, Athletics Business Officer

Business Office
Debbie Gibbs, Assistant Director of Financial Management
Laura Stanley, Cashier
Shelby Faulkner, Cashier
Laura Matthews, Student Accounts
Carolyn Bowden, Student Accounts
Teresa Lee, Accounts Receivable and Collections

Computing Services
Mattison Ward, Information Systems Coordinator
Allan Winter, Academic Computing Coordinator
John Skuce, Help Desk Manager
Jonathan Wells, Administrative Computing Coordinator
Ricky Kipfer, Wireless Network Administrator
Chris Shupe, PC Technician
Justin Simonson, PC Technician
Ronald Jaynes, PC Technician
Doug Shahan, PC Technician
Matthew Currin, Help Desk Technician
Christi Copes, Applications Analyst
Donna Wyckoff, Applications Analysts
James Wells, Programmer/Analyst
Rick Yost, Programmer/Analyst
Laura Burdette, Technology Procurement Assistant

Human Resources
Deborah Ennis, Benefits Coordinator
Jessica Osnoe, Human Resources Assistant

Keith Hills Golf Course
Damon Dean, Superintendent of Golf
Martha Sutton, Head Professional

Physical Plant
Randall Johnson, Assistant Director, Physical Plant
Scot Phillips, Assistant Director, Physical Plant
Faye Stewart, Manager of Central Stores
Chad McCray, Manager of General Services
Freddy Watson, Superintendent of Carpentry
Earl Savage, Manager of Telecommunications
John Strickland, Superintendent of Grounds
Bill Holt, Superintendent of Auto Shop

Diane Matthews, Manager of Mail Services
Ryan Meyer, Assistant Director of Mechanical Services
Glenn Bradley, Superintendent of HVAC
Juan Munoz, Superintendent of Electrical
Keith Thomas, Superintendent of Plumbing

Print Services
Tina Harmon, Administrative Assistant for PhotoGraphics
Joe Blue, Print Technician
Judy Smith, Print Technician

Aramark Food Services
Lexie Liersaph, Assistant Food Service Director
Susan Simpson, Assistant Food Services Director
Ashley Jones, Controller
Debbie Clayton, Office Manager
Doug Schmoyer, Catering Chef

Barnes and Noble Bookstore
Connie Levorse, Assistant/Textbook Manager
HarryEtta Thomas, General Merchandise Supervisor

Dean's Award for Excellence in Teaching and Research

College of Arts & Sciences

1989	Daniel Ensley (T) Robert Mayberry (R)
1990	James Jung (T) Martin Sellers (R)
1991	Dean Martin (T) William Freeman (R)
1992	Timothy Snell (T) Daniel Linney (R)
1993	Claudia Williams (T) Frank Vaughan (R)
1994	Mark Hammond (T)
1995	Sarah Walker (T)
1996	David Steegar (T)
1997	Tim Metz (R)
1998	Donna Woolard (T)
1999	Daniel Ensley (T)
2000	David Thornton (T)
2001	Lamar Norwood (T)
2002	Walter Barge (T)
2003	Andrew Bryan (T)
2004	Ismael Rivera (T)
2005	William Tate (T)
2006	Michelle Thomas (R)
2007	Daniel Rodgers (T)
2008	Lloyd Johnson (T)
2009	Debora Weaver (T)
2010	Ran Whitley (T)
2011	Meredith Williams (T)

Lundy-Fetterman School of Business

1989	Christine Beasley (T) Chris Zinkhan (R)
1990	James Witherspoon (T) Chris Zinkhan (R)
1991	Shahriar Mostashari (T)
1992	Yu-Mong Hsiao (T)
1993	William Peterson (T) Chris Zinkhan (R)
1994	Ellen Sikes (T)
1995	JoAnn Vaughan (T)
1996	Willis Gupton (T)
1997	Shahriar Mostashari (T)
1998	Benny Overton (T)
1999	Roy Cordato (R)
2000	Umesh Varma (T)
2001	Roger Pond (T)
2002	Joe Berry (T)
2003	James Witherspoon (T)
2004	Kenneth Jones (T)
2005	Carl Broadhurst (T)
2006	Derek Yonai (T)
2007	Edward Fubara (T)
2008	Thomas Taylor (T)
2009	Mark Steckbeck (T)
2010	Yu-Mong Hsiao (T)
2011	James Witherspoon (T)

(T) represents the Dean's Award for Teaching Excellence.
(R) represents the Dean's Award for Research Excellence.

Norman A. Wiggins School of Law

1989	Stanley McQuade (R)
1990	J. Thomas Anderson (T) Richard Lord (R)
1991	James McLaughlin (T) Charles Lewis (R)
1992	Robert Jenkins (T) Alan Button (R)
1993	Edward Greene (T)
1994	Richard Bowser (T)
1995	Alan L. Button (T)
1997	William Woodruff (T) Richard Bowser (T)
1998	None
1999	None
2000	Patrick Hetrick (R)
2001	Anthony V. Baker (R)
2002	Jean M. Cary (T)
2003	Alan Button (T)
2004	Gregory Wallace (R)
2005	Charles Lewis (T)
2006	William Woodruff (R)
2007	Rick Lord (R)
2008	Johnny Chriscoe (T)
2009	Woody Woodruff (T)
2010	Rick Lord (T)
2011	Patrick Hetrick (T)

School of Education

1989	Marie Gray (T)
1990	Margaret Giesbrecht (T) Wayne Hatcher (R)
1991	Betty Davenport (T)
1992	Joyce White (T)
1993	Harriot Enzor (T) Wayne Hatcher (R) Ronald Kendrick (R)
1994	Beverley Lee (T)
1995	Karen P. Nery (T)
1996	Robert Henry (T)
1997	Wayne Dillon (T)
1998	Betty Davenport (T)
1999	Lenne Hunt (T)
2000	Deborah Goodwin (T)
2001	Mary Ellen Durham (T)
2002	Carolyn Morrison (T)
2003	C. G. Kledaras (T)
2004	Betty Davenport (T)
2005	Gary Taylor (T)
2006	Pauline Calloway (T)
2007	Lorae Roukeman (T)
2008	Carol Maidon (T)
2009	Janet Powell (T)
2010	Sam Engel (T)
2011	Jutta Street (T)

(T) represents the Dean's Award for Teaching Excellence.
(R) represents the Dean's Award for Research Excellence.

College of Pharmacy & Health Sciences

1989	Fred Cox (T)
	Alan Richards (R)
1990	Connie McKenzie (T)
	Kathy Webster (R)
1991	George Waterhouse (T)
	Wendell Combest (R)
1992	Kathryn Bucci (T)
	Antoine Al-Achi (R)
1993	James Junker (T)
1994	Robert Greenwood (T)
1995	Julianne Pinson (T)
1996	Thomas Holmes, Jr.(T)
1997	Carlos daCamara (T)
1998	Antoine Al-Achi (T)
1999	Mollie Scott (T)
2000	Anita Taylor (T)
2001	Connie Barnes (T)
2002	Terri Hamrick (T)
2003	Bryon May (T)
2004	Thomas Abraham (T)
2005	Stephen Fuller (T)
2006	Timothy Bloom (T)
2007	William Pickard (T)
2008	Richard Drew (R)
2009	Daniel Shin (T)
2010	James Groce (R)
2011	Michael Adams (T)

Divinity School

1996	Bruce Powers (R)
1998	Iris Scarborough (T)
1999	Donald Penny (T)
2000	Richard McKee (T)
2001	None
2002	Steven Harmon (R)
2003	Andrew Wakefield (T)
2004	W. Glenn Jonas (T)
2005	Barry Jones (T)
2006	Albert Meiburg (T)
2007	Lydia Hoyle (T)
2008	George Braswell (T)
2009	Derek Hogan (T)
2010	Adam English (T)
2011	Tony Cartledge (T)

(T) represents the Dean's Award for Teaching Excellence.
(R) represents the Dean's Award for Research Excellence.

University Faculty 2011

Jerry McLain Wallace, President and Professor of Religion and Society–B.A., East Carolina University; B.D., Th.M., Southeastern Baptist Theological Seminary; M.S., Ed.D., North Carolina State University; Associate Professor of Sociology, part–time, 1970–1975; Tyner Professor of Religion and Chairman of the Department of Religion and Philosophy, 1975–1981; Dean of the University and Director of Graduate Studies, 1981–1983; Provost, 1984–1986; Vice President for Academic Affairs and Provost, 1986–2001; Campbell University, 1970 –

M. Dwaine Greene, Vice President for Academic Affairs and Provost, and Associate Professor of Religion–B.A. Campbell University, 1979 (Religion); M.A. Wake Forest University, 1982 (New Testament Studies); Ph.D., University of Virginia, 1987 (New Testament and Early Christianity); Campbell University, 2001 –

College of Arts and Sciences Faculty 2011

John G. Bartlett, Associate Professor of Biology – B.S., Virginia Polytechnic Institute/State University; M.S., University of Tennessee; Ph.D., University of Maine; Campbell University, 2002 –

Marie S. Berry, Head of Access Services – B.A., University of South Carolina; M.L.S., North Carolina Central University; Campbell University, 1997 –

Elizabeth Blue, Assistant Professor of Chemistry – B.S., Ph.D., North Carolina State University; Campbell University, 2008 –

Andrew M. Bryan, Associate Professor of Chemistry – B.S., Ph.D., North Carolina State University; Campbell University, Chair of Chemistry & Physics Dept. 1996-2007; 1990 –

Jennifer Bunn, Assistant Professor of Exercise Science – B.S., Nicholls State University; M.S., University of Kentucky; Ph.D., Baylor University; Campbell University, 2010 –

William Linwood Coker III, Assistant Professor of Chemistry – B.S., St. Andrews Presbyterian College; Ph.D., North Carolina State University; Campbell University, 1998 –

Catherine Cowling, Instructor of Criminal Justice – B.S., M.Ed., J.D., Campbell University; Campbell University, 2003 –

LaKeshia Darden, Curriculum Materials/Media Librarian – B.S., Fayetteville State University; M.L.S., North Carolina Central University (in progress); Campbell University, 2011 –

G. Alan Davy, Associate Professor of English – B.A., M.A., East Tennessee State University; Ph.D., Penn State University; Campbell University, 1993 –

William Ron Epps, Serials/Reference Librarian – B.A., Virginia Polytechnic Institute and State University; M.L.S., University of North Carolina at Chapel Hill; Campbell University, 2003 –

Jason Ezell, Assistant Professor of Physics – B.S., Campbell University; M.S., North Carolina State University; Campbell University (Part–time 1996–1999), Full–time 1999 –

J. Dean Farmer, Chair, Dept. of Communication Studies and Assistant Professor of Communication Studies – B.A., M.P.A., North Carolina State University; Ph.D., Ohio University; Campbell University, 2002 –

Scott A. Fedorchak, Instructor of Physics – B.S., U.S. Military Academy; M.S., Boston University; M.S., Massachusetts Institute of Technology; Campbell University, 2003 –

David H. Gray, Visiting Associate Professor of Criminal Justice - B.A., Brigham Young University; MS, Golden Gate University; Ed.D., University of Southern California; Campbell University, 2011 –

Karen Guzman, Associate Professor of Biology – B.S., University of Nebraska; Ph.D., North Carolina State University; Campbell University, 2001 –

Mark L. Hammond, Dean, College of Arts and Sciences and Professor of Biology – B.A., Hiram College; Ph.D., University of South Carolina; Chair of Biology Dept., 1996–2001; Campbell University, 1992 –

J. Christopher Havran, Assistant Professor of Biology – B.S., Lebanon Valley College; M.S., University of Louisiana at Monroe; Ph.D., Ohio University; Campbell University, 2008 –

Barbara Hudson, Instructor of Music – B.M., M.M., University of North Carolina at Greensboro; Campbell University, (Full–time 1989–2000), Part–time 2000 –

Venancio Rene' Ibara, Assistant Professor of Spanish – B.A., University of Texas-Pan American; M.A., Ph.D., Texas Tech University; Campbell University, 2011 –

Shirley Jefferds, Instructor of English – B.S.Ed., M.S.Ed., Arkansas State University, M.Rel.Ed., New Orleans Baptist Theological Seminary; Campbell University, 2007 –

Edward A. Johnson, Associate Professor Communication Studies – A.A., Sacramento City College; B.P.A., Brooks Institute of Photography; M.A., Wheaton College; Ph.D., University of Alabama at Tuscaloosa; Campbell University, 2003 –

George Lloyd Johnson, Professor of History – B.A., M.Ed., Campbell University; M.A., East Carolina University; Ph.D., University of South Carolina; Campbell University, 1991–

Haydn Tiago Jones, Chair, Dept. of Foreign Languages and Associate Professor of Foreign Languages – B.A., Indiana University at Bloomington, M.A., Ph.D., University of North Carolina at Chapel Hill; Campbell University, 2003 –

James M. Jung, Professor Emeritus of Chemistry – B.S., Davidson College; M.Ed., Ph.D., University of North Carolina at Chapel Hill; Chair of Chemistry Dept., 1962–1996; Campbell University, 1962–2008, Part–time 2008 –

Brian D. Kesling, Assistant Professor of Chemistry – BA, Glenville State College; Ph.D., West Virginia University; Campbell University, 2006 –

Sun Wah Kiu, Associate Professor of Mathematics and Information Technology & Security – B.A., Hong Kong University; M.S., London School of Economics; M.S., North Carolina State University; A.M., Ph.D., Dartmouth College; Campbell University, 2002 –

Borrée P. Kwok, Dean of the Library – B.A., Whitworth College; M.S.L.S., University of North Carolina at Chapel Hill; Campbell University, 1993–

Elizabeth H. Lange, Visiting Assistant Professor of Exercise Science – B.A., Hollins University; M.A., University of Northern Colorado; Ed.D., University of North Carolina at Greensboro; Campbell University, 2011 -

L. Michael Larsen, Chair, Department of Biological Sciences/Environmental Science and Associate Professor of Biology – B.S., Utah State University; M.S., Rutgers University; Ph.D., North Carolina State University; Campbell University, 1995 –

Heather M. Manhart, Instructor of Mathematics – B.S., Campbell University; M.S., North Carolina State University; Adjunct instructor, Campbell University 2001–2004; Campbell University, 2008 –

Michael E. Mason, Lieutenant Colonel U.S. Army, Professor of Military Science – B.S., United States Military Academy, West Point, NY; M.A., University of Oklahoma at Norman; Campbell University, 2011 –

Sharon Mason, Assistant Professor of Biology – B.S., University of North Carolina at Chapel Hill; M.S., University of Florida; D.V.M., Ph.D., North Carolina State University; Campbell University, 2010 –

Georgia Martin, Associate Professor of Theatre Arts – B.A., San Francisco State University; B.S., State University of New York; M.F.A., University of California at San Diego; Campbell University, (Part–time 2001–2002), Full time 2002 –

James I. Martin, Chair, Department of History, Criminal Justice and Political Science and Professor of History – B.A., Duke University; M.A., East Carolina University; Ph.D., Emory University; Campbell University, 1991–

Richard McKee, Associate Professor of Music – B.M., Birmingham–Southern College; M.M., Manhattan School of Music; M.A., Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1994 –

Bruce G. McNair, Associate Professor of History – B.A., Purdue University; M.A., Ph.D., Duke University; Campbell University, 1994 –

Sal Mercoglino, Assistant Professor of History – B.S., SUNY Maritime College; M.A., East Carolina University; Ph.D. University of Alabama; Campbell University, (Part-time 2001-2010), Full-time 2010 –

John C. Mero, Assistant Professor of Political Science – B.A., State University of New York at Plattsburgh; M.A., University of Vermont; Ph.D. Syracuse University; Campbell University, 2008 –

Mark Merry, Associate Professor and Director of Information Technology & Security – B.S. Edinboro University; M.S., Ohio State University; Ph.D., Kent State University; Campbell University, 2006 –

Timothy L. Metz, Director of Institutional Research, and Associate Professor of Biology – B.S., University of Illinois at Urbana–Champaign; Ph.D., Cornell University; Chair of the Biological Sciences, 2001 -2008; Campbell University, 1994 –

Kenneth R. Morefield, Associate Professor of English – B.A., Mary Washington College; M.A., Northern Illinois University; Ph.D., Northern Illinois University; Campbell University, 2004 –

Phillip J. Morrow, Associate Professor of Music – B.S., University of North Alabama; M.M., University of North Carolina at Greensboro; D.M.A., Southern Baptist Theological Seminary; Campbell University, 1998 –

Dwight Lamar Norwood, Professor of Mathematics – B.S., Wake Forest University; M.A., Appalachian State University; Ph.D., University of Arkansas; Chair of Department of Mathematics & Computer Science, 1987- 2008; Campbell University, 1973 –

Ann Ortiz, Associate Professor of Spanish – B.A., East Carolina University; M.A., University of Arizona, Tucson; Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1997 –

Gina Peterman, Chair, Department of English; Associate Professor of English; and Mabel Powell Chair of English – B.A., M.A., Tennessee Technological University; Ph.D., University of South Carolina; Campbell University, 1992 –

Chris Psaltis, Major (Ret.), U.S. Army, Assistant Professor of Military Sciences – B.S., State University of New York at Binghamton; Campbell University, 2001 –

Elizabeth Rambo, Associate Professor of English – B.A., St. Andrews's Presbyterian College; M.A., University of Missouri-Columbia; Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1999 –

Daniel M. Rodgers, Associate Professor of Art – B.A., Bridgewater College; M.F.A., Savannah College of Art and Design; Campbell University, 2002 –

Douglas W. Ryals, Assistant Professor of English – B.A., Duke University; M.A., Ph.D., University of California, Irvine; Campbell University, 2010 –

Nathan Salsbury, Instructor of English – B.A., Western Carolina University; M.A., North Carolina State University; Campbell University, 2000 –

Donald N. Schroeder, Associate Professor of Political Science– B.A., University of Illinois at Chicago; M.A., Ph.D., Duke University; Campbell University, 1978 –

Catherine A. Simonson, Director of Athletic Training Education Program and Instructor of Athletic Training – B.S., Appalachian State University; M.S., California University of Pennsylvania; Campbell University, 2008 –

Jacquelynn K. Sherman, Catalog Librarian – B.A., Marshall University; M.L.S., University of North Carolina at Chapel Hill; Campbell University, 2010 –

Mabry L. Shokes, Captain, U.S. Army, Assistant Professor of Military Science – B.S., Troy State University, 2009 –

Breck Smith, Associate Professor of Art – B.A., Averett College; M.F.A., University of North Carolina at Greensboro; Campbell University, 1988 –

Michael R. Smith, Professor of Communication Studies – B.A., University of Maryland; M.S., Shippensburg University; Ph.D., Regent University; Campbell University, Chair of Dept., 2003-06; 2003 –

Jacyln Stanke, Associate Professor of History – B.A., Washington State University; M.A., Ph.D., Emory University; Campbell University, 1999 –

David M. Steegar, Professor of Foreign Language – B.A., Miami University of Ohio; M.A., Ohio State University; Ph.D., University of Toronto; Campbell University, Dept. Chair '78-'06; 1978 –

Sarah Steele, Head of Research and Instruction Services – B.A., University of North Carolina at Chapel Hill; M.L.S., East Carolina University; Campbell University, 2008 –

Jerry Duncan Taylor, Professor Emeritus of Mathematics – B.A., Arkansas State Teachers College; M.S., University of Arkansas; Ph.D., Florida State University; Campbell University, 1961–2007; PT 2007 –

Michelle Suhan Thomas, Associate Professor of Biology – B.S., Grove City College; Ph.D., West Virginia University at Morgantown; Campbell University, 2000 –

Sarah Z. Thomas, Assistant Professor of Music – B.M., Meredith College; M.M., Ohio State University; DMA, University of North Carolina at Greensboro; Adjunct Instructor, Campbell University, 2004 – 2008; Campbell University, 2008 –

David W. Thornton, Barden Chair of Government and Associate Professor of Political Science – B.A., M.A., University of North Carolina at Greensboro; Ph.D., University of South Carolina; Campbell University, 1994 –

Janis Keen Todd, Associate Professor of Mathematics – B.S., M.Ed., East Carolina University; Campbell University, 1966 –

Sherry R. Truffin, Associate Professor of English – B.A., Baldwin-Wallace College; M.A., Cleveland State University; Ph.D., Loyola University Chicago; Campbell University, 2011 –

Larkin N. Tysor, Associate Professor of Art – A.A., Chowan College; B.F.A., High Point College; M.F.A., University of North Carolina at Greensboro; Campbell University, 1989 –

Umesh Varma, Associate Professor of Information Technology & Security – B.Sc, Kanpur University; B.S., Western International University; M.S., Jackson State University; Campbell University, 1988 –

Donna Waldron, Assistant Professor of English; Director of Study Abroad Programs – B.A., M.A., Baylor University; Ph.D., Duquesne University, Campbell University, 2000 –

Sarah Janet Walker, Assistant Professor of Mathematics – B.A., M.Ed., Campbell University; Campbell University, 1992 –

E. Bert Wallace, Associate Professor of Theater Arts – B.A., Furman University; M.F.A., University of Alabama; Campbell University, 2002 –

Kimberly Ward, Instructor of English – B.A., North Carolina State University; M.A., North Carolina State University; Campbell University, 2007 –

Wanda E. Watkins, Assistant Professor of Exercise Science/ Head, Women's Basketball Coach – B.S., M.Ed., Campbell University; Campbell University, 1980 –

Debora Jean Weaver, Associate Professor of Biology – B.A., Goshen College; Ph.D., University of Maryland in Baltimore County; Campbell University, 1992 –

Mary Weiss, Instructor of Exercise Science/Associate Head, Women's Basketball Coach – A.A., Chowan College; B.A., M.Ed., Campbell University; Campbell University, 1988 –

Michael Wells, Chair, Department of Chemistry/Physics, Associate Professor of Chemistry, and Edna Queener Proffit Chair of Chemistry – B.S., East Carolina University; Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1997 –

Howard M. Whitley, Chair, Fine Arts Division, Alma Dark Howard Chair of Music, and Professor of Music – B.M., Appalachian State University; M.Div./C.M, D.Min., Southeastern Baptist Theological Seminary; Ph.D., University of North Carolina at Greensboro; Campbell University, 1998 –

Claudia Williams, Assistant Professor of Biology – B.S., Berry College; M.S., University of Georgia; Campbell University, 1987 –

Leondriss Williams, Sergeant First Class, U.S. Army, Instructor of Military Science, - B.S., Fayetteville State University; Campbell University, 2008 –

Meredith T. Williams, Chair, Mathematics and Information Technology and Security and Assistant Professor of Mathematics – B.S., Furman University; M.S., Clemson University; Ph.D., University of South Carolina; Campbell University, 2005 –

Charles Dwayne Wilson, Associate Professor of Music – B.S., Tennessee Temple University; M.M.Ed., Columbus State University; Ph.D., University of North Carolina at Greensboro; Campbell University, 2000 –

Siuki Wong, Head of Wiggins Library Technical Services & Systems, – B.S. University of Hong Kong; M.S.I.S. University of North Carolina at Chapel Hill; Campbell University, 2001 –

Donna L. Woolard, Chair, Department of Exercise Science and Professor of Exercise Science – B.S., East Carolina University; D.A., Middle Tennessee State University; Campbell University, 1994 –

Taek H. You, Assistant Professor of Biology – B.S., Sung Kyun Kwan University, Seoul, Korea; Ph.D., Ohio State University; Campbell University, 2001 –

The Lundy–Fetterman School of Business Faculty 2011

Joseph W. Berry, Assistant Professor of Business – A.A., Fayetteville Technical Community College; B.S.B.A., East Carolina University; M.B.A., Fayetteville State University; C.P.A., Campbell University, 1996 –

Carl R. Broadhurst, Associate Dean and Chairman, Department of Business Administration and Economics; Associate Professor of Business – B.S., University of Missouri; M.B.A., Butler University; D.B.A., Nova Southeastern University; Campbell University, 2000 –

Nancy J. Bryan, Visiting Instructor – B.A., M.B.A., Campbell University; Campbell University, 2010 –

David Butler, Assistant Professor of Business – B.B.A., MTWM, Campbell University; Campbell University, 2008 –

Robie S. Butler, Assistant Professor of Business – B.B.A., M.B.A., Campbell University; Post Graduate Studies, Capella University; C.P.A.; Campbell University, 1990 –

John Creech, Visiting Instructor of Business – B.S., University of the State of New York; M.A., Webster University; Campbell University, 2000 –

Robert A. Deutsch, Associate Professor of Business – B.A., M.B.A., Ball State University; Ph.D., University of Kentucky; C.P.A.; Campbell University, 2000 –

Ryan Dailey, Instructor, B.B.A., M.B.A, Campbell University; Campbell University, 2007 –

Edward I. Fubara, Director, MBA Program; Assistant Professor of Business - B.S. University of Benin; M.B.A., Ph.D., Michigan State University; Campbell University, 2005 –

James D. Harriss, Assistant Professor of Business – B.B.A., Sam Houston State University; M.B.A., D.B.A., Mississippi State University; Campbell University, 1988 –

Benjamin M. Hawkins, Dean, School of Business – B.A., Furman University; M.A., Ph.D., University of Kentucky; Campbell University, 2004 –

Jorge Herrera, Adjunct Professor of Business – B. A., M.B.A. Benedictine University, D.B.A. Nova Southeastern University; Campbell University, 2010 –

Emily Holliday, Visiting Instructor – B.B.A., M.B.A., Campbell University; Campbell University, 2009 –

Yu–Mong Hsiao, Professor of Business – B.A., National Taiwan University; M.B.A., Mississippi State University; M.E., Ph.D., North Carolina State University; C.P.A.; Campbell University, 1984 –

Kenneth Jones, Director, Professional PGA Golf Management Program; Assistant Professor of Business – B.S., Ferris State University; M.B.A., Campbell University; Class A Golf Professional; Campbell University, 1998 –

Katherine E. Lawrence, Associate Professor of Marketing – B.F.A., University of Texas; M.B.A., University of the Incarnate Word; Ph.D., Arizona State University; Campbell University, 2011 –

Shirley T. McLaughlin, Adjunct Professor of Business – B.A., University of North Carolina; M.S., Rollins College; D.B.A., Nova Southeastern University; Campbell University, 2008–

Daniel P. Maynard, Gilbert T. Stephenson Business Librarian – B.A., M.S.L.S., University of Tennessee at Knoxville; Campbell University, 1999 –

Shahriar Mostashari, Associate Dean – B.A., National University of Iran; M.A., Western Michigan University; M.B.A., Golden Gate University; Ph.D., North Carolina State University; Campbell University, 1982 –

David Orr, Instructor – B.A., State University of New York; Campbell University, 2005 –

April H. Paszkiewicz, Visiting Instructor – B.B.A., N.C. State; M.ED., Campbell University; Campbell University, 2009 –

Traci Pierce, Visiting Instructor – B.B.A., M.B.A., Campbell University; Campbell University, 2007 –

LeJon Poole, Adjunct Assistant Professor of Healthcare Management – B.A., Samford University, M.B.A., PhD., University of Alabama, Birmingham; Campbell University, 2009 –

Melissa G. Scott, Visiting Instructor of Business – B.B.A., Campbell University, M.B.A., Campbell University; Campbell University, 2008 –

Amy N. Starling, Visiting Instructor of Healthcare Management – B.S.I.E., North Carolina State University; M.B.A., Campbell University; Campbell University, 2011 –

Mark A. Steckbeck, Assistant Professor of Business – B.S., Appalachian State University; M.A., Ph.D., George Mason University; Campbell University, 2007 –

Martha Shooter Sutton, Instructor of PGA Golf Management – B.B.A., M.B.A., Campbell University; Campbell University, 2009 –

Thomas F. Taylor, Assistant Professor of Trust – B.A., Lambuth University; J.D., Vanderbilt Law School; LL.M., Fordham University School of Law; Campbell University, 2006 –

Jo Ann Vaughan, Associate Professor of Business – B.S., University of North Carolina at Charlotte; M.A., University of North Carolina; C.P.A.; Campbell University, 1988 –

James E. Witherspoon, Jr., Chairman, Department of Financial Planning and Accounting; Associate Professor of Business – B.A., Campbell University; J.D., Wake Forest University; Campbell University, 1983 –

Derek Yonai, Assistant Professor of Business – B.A., University of California, Irvina; J.D., Whittier Law School; M.A., Ph. D., George Mason University; Campbell University, 2003 –

School of Education Faculty 2011

Susan Byerly, Adjunct Instructor- B.S. Campbell College; M.Ed. Campbell University; School Administrator, Principal, Curriculum Instructional Specialist, North Carolina State University; Education Specialist Degree, East Carolina University; Ed.D. Fayetteville State University, Campbell University, 2008 –

Connie Chester, Assistant Professor of Education – B.A., Emmanuel College; M.A., Marshall University; Ph.D., University of Georgia; Campbell University, 2004 –

Ralph Dennis, Assistant Professor of Education- B.A., University of North Carolina at Greensboro; M.Ed., Administration/Principal's Certification, North Carolina Central University; Ed.D., Campbell University; Campbell University, 2007 –

Mary Ellen Durham, Associate Professor of Education – B.A., Greensboro College; M.Ed., Grand Valley State University; Ph.D., North Carolina State University; Campbell University, 1998 –

Sam Engel, Assistant Dean, School of Education/Associate Professor of Education – B.A., Eastern Illinois University; M.A., Ph.D., University of Illinois at Champaign Urbana; Campbell University, 1999 –

Harriet Leigh Enzor, Associate Professor of Education – B.S., Campbell University; M.A., Ph.D., University of North Carolina at Greensboro; Campbell University, 1991 –

Martha Faircloth, Adjunct Instructor- A.A., Sampson Community College; B.A., M.A., Fayetteville State University; Campbell University, 2007 –

Oney Graham, Assistant Professor of Education- B.S., Old Dominion University; M.S., University of Arkansas; Ed.S., NOVA Southeastern University; Ed.D., NOVA Southeastern University; Campbell University, 2007 –

Benjamin Greene, Assistant Professor of Education- A.B., Ph.D., University of North Carolina at Chapel Hill; M.A.T., Duke University; Campbell University, 2005 –

Kristine Johnson, Adjunct Instructor of Social Work- A.A., Pitt Community College; B.S., M.S., East Carolina University; Campbell University, 2010 –

Ronald Edwin Kendrick, Associate Professor of Education – B.S., M.Ed., University of South Carolina; Ed.D., Auburn University; Campbell University, 1988 –

Constantine George Kledaras, Professor of Social Work– B.A., Duke University; M.S.W., University of North Carolina at Chapel Hill; D.S.W., The Catholic University of America, Washington, DC, 1971; Campbell University, 1994 –

Janet Lee, Adjunct Instructor of Education- B.S., M.Ed., Campbell University; MLS, East Carolina University; Campbell University, 2009 –

Pamela Long, Adjunct Instructor of Education – B.A., Methodist College; M.Ed. Campbell University; Campbell University, 2005 –

Carolyn Maidon, Director of Teaching Fellows/Associate Professor of Education – B.S., Oklahoma State University; M.Ed., Ph.D., North Carolina State University; Campbell University, 2003 –

Michael Martin, Adjunct Instructor of Social Work- B.A., Campbell University; M.S., East Carolina University; Campbell University, 2010 –

Karen Powell Nery, Dean, School of Education/Professor of Education – B.S., Meredith College; M.Ed., Ed.D., North Carolina State University; Campbell University, 1990 –

Dean Olah, Assistant Director of Teaching Fellows/Instructor of Education-B.A., The University of Toledo; M.A., Campbell University; Ed.D. North Carolina State University (in-progress); Campbell University, 2011 –

Janet Powell, Associate Professor of Education – B.S., William Jewell College; M.Ed., University of Texas at El Paso; Ph.D., Kansas State University at Manhattan; Campbell University, 2001 –

Lorae Roukema, Associate Professor – B.A., M.A., University of North Carolina at Chapel Hill; Ed.D., Fayetteville State University; Campbell University, 2003 –

Peggy Smith, Assistant Professor of Education- B.S., University of North Carolina at Greensboro; M.Ed., Ed.D., North Carolina State University; Campbell University, 2007 –

Tomecia Sobers, Adjunct Instructor of Sociology- Criminal Justice Instructor Certification, NC Criminal Justice Education & Training Standards Commission; B.S., M.A. Fayetteville State University; Campbell University, 2009 –.

Jutta Street, Associate Professor of Psychology- B.A., Pembroke State University; M.S., Ph.D. North Carolina State University; Campbell University, 2007 –

Eugene Sumner, Visiting Professor of Social Work- A.A., Mount Olive College; B.A., Atlantic Christian College (Barton College); M.Div., Southeastern Baptist Theological Seminary; M.S.W., University of North Carolina at Chapel Hill; D.S.W., University of Utah; Campbell University, 2007 –

Gary A. Taylor, Professor of Psychology/Chairman of Department – B.A., Oklahoma Baptist University: M.S., Oklahoma University; Ph.D., North Carolina State University; Campbell University, 1968 –

Katherine L. Van Allen, Assistant Professor of Psychology – B.S., George Mason University; M.A., PhD., University of Maryland; Campbell University, 2011 –

John Viehe, Adjunct Instructor of Psychology - B.S., Rochester Institute of Technology; M.Ed. Wake Forest University; M.Ed., Ed.D. North Carolina State University; Campbell University, 1998 –

Olivia Wakefield, Adjunct Instructor of Education- B.A. The Metropolitan State College; MACE, The Southern Baptist Theological Seminary; Campbell University, 2007 –

Divinity School Faculty 2011

Tony W. Cartledge, Associate Professor of Old Testament – B.S.Ed., University of Georgia; M.Div., Southeastern Baptist Theological Seminary; Ph.D., Duke University; Editor/President, The Biblical Recorder, 1997-2007; Campbell University, 2007 –

Michael G. Cogdill, Professor of Christian Ministry – B.A., Mars Hill College; M.S., North Carolina State University; M.Div., D.Min., Southeastern Baptist Theological Seminary; Associate Professor of Religion, 1981–1984; Tyner Professor of Religion and Chairman of the Department of Religion and Philosophy, 1988–1995; Founding Dean, The Divinity School, 1996– 2010; Campbell University, 1978–1984; 1988 –

J. Daniel Day, Associate Professor of Christian Preaching and Worship – B.A., Oklahoma Baptist University; M.Div., Ph.D., Southwestern Baptist Theological Seminary; Campbell University, 2008 –

Adam C. English, Associate Professor of Religion – B.A., Hardin–Simmons University; M.A., Southwestern Theological Seminary; Ph.D., Baylor University; Campbell University, 2003 –

Derek K. Hogan, Theology/Reference Librarian and Assistant Professor of New Testament – B.A., Samford University; M.T.S., Duke Divinity School; Ph.D., Baylor University; Campbell University, 2002–

Lydia H. Hoyle, Associate Professor of Church History and Baptist Heritage – B.S., Appalachian State University; M.Div., Southwestern Baptist Theological Seminary; M.A., Ph.D., University of North Carolina; Campbell University, 2003 –

W. Glenn Jonas, Jr., Chair of the Department of Religion and Philosophy/Professor of Religion and Howard Chair – B.A., Mars Hill College; M.Div., Southwestern Baptist Theological Seminary; Ph.D., Baylor University; Campbell University, 1994 –

Barry A. Jones, Associate Dean for Graduate Programs and Associate Professor of Old Testament and Hebrew – B.A., Campbell University; M.Div., Southeastern Baptist Theological Seminary; Ph.D., Duke University; Campbell University, 2000 –

Cameron H. Jorgenson, Assistant Professor of Christian Theology – B.A., Grand Canyon University; M.Div., Fuller Theological Seminary; Ph.D., Baylor University; Campbell University, 2008 –

Kathryn M. Lopez, Associate Professor of Religion – B.A., University of Richmond; M.Div., Southern Baptist Theological Seminary; Ph.D., Emory University; Campbell University, 2002 –

Donald N. Penny, Professor of Religion – B.A., Campbell College; M.Div., Southeastern Baptist Theological Seminary; Ph.D., Emory University; Campbell University, 1980 –

Bruce P. Powers, Langston Professor of Christian Education – A.B., Mercer University; M.R.E., Ph.D., Southern Baptist Theological Seminary; additional graduate study, University of Louisville and Indiana University; Campbell University, 1996 –

Andrew H. Wakefield, Dean, The Divinity School, Professor of New Testament and Greek and Tyner Chair of Bible - B.A., Wake Forest University; M.Div., The Southern Baptist Theological Seminary; Ph.D., Duke University; Campbell University, 1997 –

College of Pharmacy & Health Sciences Faculty 2011

Pharmacy Practice

Connie L. Barnes, Director of Drug Information Center and Associate Professor of Pharmacy Practice; PharmD, Campbell University; RPh, NC.

Tara L. Bell, Assistant Professor of Pharmacy Practice; B.S., Saint Mary's College of Notre Dame; PharmD, University of Michigan; RPh, NC, SC.

J. Andrew Bowman, Director of Continuing Education and Assistant Professor of Pharmacy Practice; PharmD, Campbell University; RPh, NC, VA

James A. Boyd, Associate Professor of Pharmacy Practice, B.S., PharmD, University of Nebraska Medical Center, M.B.A., University of Nebraska at Lincoln; RPh, NC, NE.

Kathryn Paige D. Brown, Assistant Director of Experiential Education and Assistant Professor of Pharmacy Practice; B.S., Chowan College; PharmD, Campbell University; RPh, NC.

Robert M. Cisneros, Assistant Professor of Pharmacy Practice; BS, Northeast Louisiana University; MS, PhD Pharmacy Care Systems, Auburn University; M.B.A., University of Alabama in Birmingham; RPh, AL, LA.

Valerie B. Clinard, Associate Director of Drug Information Center and Assistant Professor of Pharmacy Practice; PharmD, University of North Carolina at Chapel Hill; RPh, NC.

April A. Cooper, Clinical Assistant Professor of Pharmacy Practice; B.S., PharmD, University of North Carolina at Chapel Hill; RPh, NC.

Steven M. Davis, Associate Professor of Pharmacy Practice; A.A., PharmD, University of Florida at Gainesville; RPh, NC.

Richard H. Drew, Professor of Pharmacy Practice; B.S., University of Rhode Island; M.S., PharmD, University of North Carolina at Chapel Hill; RPh, NC, RI.

Stephen H. Fuller, Professor of Pharmacy Practice; B.S., Wake Forest University; B.S., PharmD, Medical College of Virginia; RPh, NC.

Casey Gardner, Clinical Assistant Professor of Pharmacy Practice; B.S., University of Wyoming; PharmD, Campbell University; RPh, NC.

James B. Groce III, Professor of Pharmacy Practice; B.A., B.S., University of North Carolina at Chapel Hill; PharmD, Campbell University; RPh, NC.

Ted Hancock, Assistant Professor of Pharmacy Practice; B.S. Purdue University; PharmD, University of North Carolina at Chapel Hill; RPh, NC, VA.

Charles Herring, Associate Professor of Pharmacy Practice; B.S., PharmD, University of North Carolina at Chapel Hill; RPh, NC.

Cynthia J. Johnston, Assistant Professor of Pharmacy Practice; B.S., University of Connecticut; PharmD, University of North Carolina at Chapel Hill; RPh, CT, NC.

Catherine D. Lewis, Assistant Professor of Pharmacy Practice; PharmD, West Virginia University; RPh, KY, NC, WV.

Kimberly P. Lewis, Assistant Professor of Pharmacy Practice; B.S., Tougaloo College; PharmD, University of Tennessee; RPh, MS, NC, OH.

Ronald W. Maddox, Vice President for Health Programs and Dean of the College of Pharmacy & Health Sciences; Professor of Pharmacy Practice; B.S., Auburn University; PharmD, University of Tennessee; RPh, AL, GA, NC.

D. Byron May, Vice-Chair of Curriculum & Faculty Development and Professor of Pharmacy Practice; PharmD, University of Florida at Gainesville; RPh, NC.

Amber McLendon, Assistant Professor of Pharmacy Practice; B.S., Duke University; PharmD, University of North Carolina at Chapel Hill; RPh, NC.

W. Mark Moore, Associate Dean of Admissions & Student Affairs and Assistant Professor of Pharmacy Practice; B.S., Pharmacy, University of North Carolina at Chapel Hill; PharmD, M.B.A., M.S., Campbell University; RPh, NC.

Jason Moss, Assistant Professor of Pharmacy Practice; B.S., North Carolina State University; PharmD, University of North Carolina at Chapel Hill; RPh, NC.

Andrew J. Muzyk, Assistant Professor of Pharmacy Practice; PharmD, Mercer University; RPh, NC.

Ann Marie Nye, Associate Professor of Pharmacy Practice; PharmD, Medical College of Virginia; RPh, NC, VA.

Roy Pleasants, Associate Professor of Pharmacy Practice; B.S., Pharmacy, University of North Carolina at Chapel Hill; PharmD, Medical University of South Carolina; RPh, NC.

Melanie W. Pound, Associate Professor of Pharmacy Practice; PharmD, Campbell University; RPh, NC.

Kathey Fulton Rumley, Clinical Associate Professor of Pharmacy Practice; PharmD, Campbell University; RPh, NC.

Pamela S. Shelton, Vice-Chair of Continuing & Experiential Education and Associate Professor of Pharmacy Practice; PharmD, Campbell University; RPh, NC.

Jennifer D. Smith, Associate Professor of Pharmacy Practice; B.S., East Carolina University; PharmD, Campbell University; RPh, NC.

Gilbert A. Steiner, Director, Wellness Institute and Associate Professor of Pharmacy Practice; B.S., PharmD, Wayne State University; RPh, MI, NC.

Larry N. Swanson, Professor and Chair, Department of Pharmacy Practice; PharmD, University of Southern California; RPh, CA, NC, NV.

Tina H. Thornhill, Associate Professor of Pharmacy Practice; A.S., Virginia Western Community College; PharmD, Campbell University; RPh, NC.

Mary L. Townsend, Associate Professor of Pharmacy Practice; PharmD, Mercer University; RPh, GA, NC.

Dustin Wilson, Assistant Professor of Pharmacy Practice; B.S., Health Sciences, East Tennessee State University; PharmD, Campbell University; RPh, NC.

C. Brock Woodis, Assistant Professor of Pharmacy Practice; B.S., University of Alabama at Birmingham; PharmD, Auburn University; RPh, AL, NC.

Pharmaceutical Sciences

S. Thomas Abraham, Associate Professor of Pharmaceutical Sciences; B.S., Mars Hill College; PhD, East Tennessee State University.

Michael L. Adams, Director of Science Education Outreach and Assistant Professor of Pharmaceutical Sciences; PharmD, Campbell University; PhD, University of Washington; RPh, NC.

Antoine Al-Achi, Associate Professor of Pharmaceutical Sciences; B.S., Damascus University; MPharm Hospital Pharmacy, Massachusetts College of Pharmacy and Allied Health Sciences; M.S., PhD, Northeastern University; CT (ASCLP).

Timothy J. Bloom, Vice Chair and Associate Professor of Pharmaceutical Sciences; B.A., University of North Carolina at Chapel Hill; PhD Pharmacology, University of Washington.

Christopher Breivogel, Assistant Professor of Pharmaceutical Sciences; B.S., University of North Carolina at Chapel Hill; PhD, Wake Forest University.

Brad N. Chazotte, Research Associate Professor, B.S., Bucknell University; PhD., Northern Illinois University.

Emanuel J. Diliberto, Jr., Professor and Chair, Department of Pharmaceutical Sciences; B.S., Albany College of Pharmacy; PhD, University of Rochester School of Medicine & Dentistry; RPh, MA, NC, NY.

Michael Gallagher, Pharmaceutical Sciences Instructor/Lab Manager Biochemistry/Analytical Chemistry; B.S., Pennsylvania State University.

Robert L. Garrett, Jr., Assistant Professor of Pharmaceutical Sciences; A.S., Southeastern Christian College; B.S., Harding University; Ph.D., Northeast Louisiana University College of Pharmacy.

Robert B. Greenwood, Associate Dean of Academic Affairs and Professor of Pharmaceutical Sciences; B.S., PhD, University of North Carolina at Chapel Hill; RPh, NC.

Mali Gupta, Associate Professor of Pharmaceutical Sciences; B.S., Gujarat University; M.S., PhD, Massachusetts College of Pharmacy.

Julianne M. Hall, Assistant Professor of Pharmaceutical Sciences; B.S., Trinity College; PhD, Duke University.

Terri S. Hamrick, Associate Professor of Pharmaceutical Sciences; B.A., University of Virginia; PhD, University of North Carolina at Chapel Hill.

Thomas J. Holmes, Jr., Vice Chair and Director of Pharmaceutical Sciences Programs and Professor of Pharmaceutical Sciences; B.S., Duquesne University; PhD, University of Michigan.

Qinfeng Liu, Assistant Professor of Pharmaceutical Sciences; B.S., M.S., East China University of Sciences and Technology; PhD, University of Toledo.

Timothy Marks, Pharmaceutical Sciences Program Administrator and Instructor; B.S., Butler University; M.S., North Carolina State University.

George Nemecz, Assistant Professor of Pharmaceutical Sciences; B.S., PSM, PhD, University of Szeged.

I. Daniel Shin, Professor of Pharmaceutical Sciences; B.A., Korea University; M.S., Western Illinois University; PhD, North Carolina State University.

William C. Stagner, Professor of Pharmaceutical Sciences; B.S., M.S., PhD, University of Iowa; RPh, IA.

Clinical Research

Ronnie Chapman, Visiting Associate Professor; B.S., High Point College; PharmD, Mercer University; RPh, NC.

Brenda D. Jamerson, Associate Professor of Clinical Research; B.S., St. Louis College of Pharmacy; PharmD, Ohio State University; RPh, IL.

Melissa Holland, Assistant Professor of Clinical Research; B.S., Pennsylvania State University; M.S., PharmD, Campbell University; RPh, MD, NC.

Melissa D. Johnson, Clinical Associate Professor of Clinical Research; PharmD, Campbell University; MHS Clinical Research, Duke University; RPh, NC.

Amanda Fuller Moore, Visiting Associate Professor; PharmD, University of North Carolina at Chapel Hill; RPh, NC.

William W. Pickard, Chair of the Department of Clinical Research and Associate Professor; B.S., M.S., University of North Carolina at Chapel Hill; RPh, NC.

Wesley Rich, Assistant Dean for Administration and Assistant Professor; B.S., MEd, Campbell University; PhD, North Carolina State University.

Robert J. Schmid, Assistant Professor of Clinical Research; B.A., North Carolina State University; MS, Campbell University.

William J. Taylor, Jr., Associate Professor of Clinical Research; B.S., University of North Carolina at Chapel Hill; PharmD, University of Tennessee; RPh, AZ, NC.

Wendy Gattis Stough, Associate Professor of Clinical Research; PharmD, Campbell University; RPh, NC.

Beth Sutton, Assistant Professor of Clinical Research; B.S., University of North Carolina at Wilmington; PhD, Wake Forest University.

Tina Tseng, Assistant Professor of Clinical Research; B.A., John Hopkins University; M.S. Public Health, Emory University; PhD, Ohio State University.

Physician Assistant Program

Thomas P. Colletti, Director of the Physician Assistant Program and Associate Professor of Health Professional Studies; B.S., City College of New York; Hospital PA Program, USPHS; MPAS, University of Nebraska; DHSc, A.T. Still University (in progress); PA-C, NC.

David M. Coniglio, Physician Assistant Program Academic Coordinator and Associate Professor of Health Professional Studies; B.A., University of the South; MPA, University of Tennessee; Physician Assistant Certificate, Medical University of South Carolina; EdD, North Carolina State University (in progress); PA-C, NC.

Laura R. Gerstner, Physician Assistant Program Clinical Coordinator and Assistant Professor of Health Professional Studies; B.S., Pennsylvania State University; M.S., George Washington University; MHA, University of North Carolina at Chapel Hill (in progress); PA-C, NC.

Christopher W. Stewart, Medical Director of the Physician Assistant Program and Associate Professor of Health Professional Studies; B.S., University of North Carolina at Chapel Hill; MD, East Carolina University; Internal Medicine Residency, Medical University of South Carolina; NC.

Faculty Emeriti

L. Stanford Beard, B.S., M.A., Ph.D.; Biology, 1961-1994
Christine Daughtry Beasley, B.S., M.A.; Business, 1969-1995
David R. Cooke, B.A., M.C.S.; Business, 1980-1992
Betty Davenport, B.A., M.A.T., M.Ed, Ph.D.; Education, 1981-2003; PT- 2003
Wayne Dillon, B.A., M.Ed.; Education, 1996-2003; PT - 2003
Cenieth Catherine Elmore, B.M., M.M., M.A., Ph.D.; Music, 1963-1994
Margaret L. Giesbrecht, B.S., M.S., Ph.D.; Education, 1981-1998
Willis F. Gupton, B.A., J.D.; Business, 1985-1998
David L. Heinzman, B.A., M.A.; Associate of Extended Campus Education, 1987-1999
Robert Henry, B.S., M.S., Ed.D; Education, 1989-1997
Susan Burnett Horton, B.M., M.M., Music, 1955-1992; PT 1992-2007
James M. Jung, B.S., M.Ed., Ph.D., Chemistry 1962-2008, PT 2008-
Catherine Campbell King, B.A., M.S.; Home Economics, 1952-1955, 1961-1993
Daniel A. Linney, B.A., M.A., Dramatic Art and Speech, 1959-1996
Frances Lynch Lloyd, B.S., M.A.T.; Physical Education, 1955-1990
John H. Mennear, B.S., M.S., Ph.D., Pharmacy; Professor and Chairman of Pharmaceutical Sciences; 1987-1996
Elijah L. Nelson, B.S., M.A., D.Ed.; Natural Sciences, 1956-1992
Warren V. Noble, A.B., M.A., Ed.D.; Education, 1977-1986
David K. Ohashi, B.A., M.S., Ph.D., Pharmaceutical Sciences, 1990-2001
Robert Piper, B.S., M.S., Ed.D, Music; 1968-1996
Elmer L. Puryear, B.A., MA., Ph.D.; Government, 1971-1985; PT 1986-1988
Richard Rodgers, A.B., J.D., Law; 1982-2002
Iris Gray Scarborough, B.A., M.A., Ph.D.; Music, 1969-1998
Mary Bates Sherwood, B.A., M.Ed.; History, 1967-1989
Ellen Sikes, B.A., M.S., Business; 1966-2000; PT 2000
Karen C. Sorvari, B.A., A.M., M.L.S., J.D. – Law Librarian, 1977 – 2004; PT 2004
Dorothea L. Stewart Gilbert, B.A., M.A.; English, 1960-1992
Jerry D. Taylor, B.A., M.S., Ph.D., Mathematics, 1961-2007, PT 2007
William P. Tuck, B.A., M.A.; History, 1958-1999; PT 1999 - 2011
Rufus Benton Turner, B.S., M.A., Ed.D.; Education, 1966-1995
Frank Vaughan, B.A., M.A., Ph.D., English, 1981-2010

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Summary of Bachelor's Degrees Awarded

	Men	Women	Total	Cumulative Total
May 31, 1963 through August 25, 1987	6375	3996	10,371	
December 31, 1987	38	27	65	10,436
May 9, 1988	103	123	226	10,662
September 1, 1988	23	30	53	10,715
January 2, 1989	47	28	75	10,790
May 8, 1989	105	112	217	11,007
September 1, 1989	30	16	46	11,053
January 2, 1990	48	25	73	11,126
May 7, 1990	84	152	236	11,362
August 31, 1990	52	31	83	11,445
December 31, 1990	54	26	80	11,525
May 13, 1991	112	165	277	11,802
August 30, 1991	24	21	45	11,847
December 31, 1991	41	34	75	11,922
May 11, 1992	132	174	306	12,228
August 31, 1992	30	35	65	12,293
December 31, 1992	59	46	105	12,398
May 10, 1993	129	154	283	12,681
August 31, 1993	58	61	119	12,800
December 31, 1993	45	63	108	12,908
May 9, 1994	131	160	291	13,199
August 31, 1994	48	53	101	13,300
December 31, 1994	53	56	109	13,409
May 15, 1995	137	175	312	13,721
August 31, 1995	70	53	123	13,844
December 31, 1995	66	67	133	13,977
May 13, 1996	158	179	337	14,314
August 31, 1996	83	59	142	14,456
December 31, 1996	70	64	134	14,590
May 12, 1997	147	207	354	14,944
August 31, 1997	62	59	121	15,065
December 31, 1997	78	82	160	15,225
May 11, 1998	172	213	385	15,610
August 31, 1998	77	55	132	15,742
December 19, 1998	109	85	194	15,936
May 10, 1999	165	239	404	16,340
August 31, 1999	68	64	132	16,472
December 18, 1999	127	125	252	16,724
May 15, 2000	134	208	342	17,066

August 31, 2000	72	52	124	17,190
December 19, 2000	132	133	265	17,455
May 14, 2001	170	202	372	17,827
August 31, 2001	81	68	149	17,976
December 15, 2001	151	146	297	18,273
May 13, 2002	170	206	376	18,649
August 31, 2002	66	63	129	18,778
December 14, 2002	138	142	280	19,058
May 12, 2003	185	205	390	19,448
August 29, 2003	83	42	125	19,573
December 13, 2003	166	125	291	19,864
May 10, 2004	165	205	370	20,234
August 31,2004	106	47	153	20,387
December 18, 2004	152	135	287	20,674
May 9, 2005	370	445	815	21,489
August 31, 2005	119	109	228	21,717
December 17, 2005	216	210	426	22,143
May 15, 2006	325	456	781	22,924
August 31, 2006	114	118	262	23,186
December 16, 2006	195	218	413	23,599
May 14, 2007	336	441	807	24,406
August 31, 2007	95	97	192	24,598
December 15, 2007	191	164	355	24,953
May 12, 2008	329	424	753	25,706
August 29, 2008	122	126	242	25,948
December 13, 2008	169	203	372	26,320
May 9, 2009	389	468	857	27,177
August 31, 2009	76	75	151	27,328
December 12, 2009	159	168	327	27,655
May 15, 2010	444	524	968	28,623
August 31, 2010	88	66	154	28,777
December 18, 2010	156	160	316	29,093

Acknowledgements

This edition of the Campbell University Bulletin of Undergraduate Studies is the product of many departments, faculty, and staff members. Special thanks are extended to Mrs. Elaine Smith (Administrative Assistant to Dr. Mark L. Hammond, Dean of the College of Arts and Sciences) for helping coordinate the projects, Mr. Jason Bray (Web Administrator) for the hyperlinking of the catalog, to Mr. John Skuce (Technology Instructor/ Help Desk Manager) for technical assistance, and to Ms. Haven Hottel (Director of Communications and Publications) for assistance with the publication of this bulletin.